

A CONTENT ANALYSIS OF PERIODICAL LITERATURE  
RELATING TO THE CERTIFICATION  
OF LIBRARIANS,  
1906 to 1952

22  
365

A THESIS  
SUBMITTED TO THE FACULTY OF ATLANTA UNIVERSITY  
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR  
THE DEGREE OF MASTER OF SCIENCE IN  
LIBRARY SERVICE

BY  
JOYCE ALETHIA DAUGHTREY

SCHOOL OF LIBRARY SERVICE

ATLANTA UNIVERSITY  
ATLANTA, GEORGIA

JUNE, 1954

R= iv T= 117

## TABLE OF CONTENTS

	Page
LIST OF TABLES . . . . .	iv
 Chapter	
I. INTRODUCTION . . . . .	1
Purpose and Scope	
Significance	
Definition of terms	
Methodology	
II. GENERAL HISTORY AND DEVELOPMENT OF CERTIFICATION AS REVEALED THROUGH PERIODICAL LITERATURE, 1906 TO 1952 . .	5
The Period from 1906 to 1913	
The Period from 1914 to 1921	
The Period from 1922 to 1929	
The Period from 1930 to 1937	
The Period from 1938 to 1945	
The Period from 1946 to 1952	
Summary	
III. A DETAILED ANALYSIS OF PERIODICAL LITERATURE RELATIVE TO CERTIFICATION OF LIBRARIANS FROM 1906 TO 1952 . . . .	33
Attitudes and Opinions Held by Organizations and Associations Toward the Certification of Librarians	
Attitudes of Individuals Toward Certification of Librarians	
Attitudes Expressed in Articles Regarding Methods of Procedure for Standardizing Library Service	
The Nature of Certification	
Opinions Regarding Proper Agency for Administering Certificates	
Merits and Limitations of Civil Service as It Is Related to Certification of Librarians	
Minimum Requirements as Representative of 22 Plans Proposed by Various Organizations	
Legislative Development of Certification Relating to Librarians	



IV. SUMMARY . . . . .	87
Conclusions	
APPENDIX . . . . .	98
A. A Chronological List of Periodical Literature on the Certification of Librarians, 1906 - 1952 . .	98
B. Sample Sheet . . . . .	113
BIBLIOGRAPHY . . . . .	117

## LIST OF TABLES

Table	Page
1. Distribution of Articles by Year and Number . . . .	3
2. Frequency and Distribution of References Pertaining to the Certification of Librarians, 1906-1952 . . .	34
3. Attitudes of Organizations and Associations Toward the Certification of Librarians . . . . .	38
4. Attitudes of Individuals Toward the Certification of Librarians . . . . .	42
5. Attitudes Expressed in Articles Regarding Methods of Procedure for Standardizing Library Service . .	44
6. Frequency and Distribution of Attitudes Expressed in Favor of Certification . . . . .	46
7. Frequency and Distribution of Arguments Advanced Against Certification . . . . .	50
8. Opinions Regarding Proper Agency for Administering Certificates . . . . .	54
9. Merits and Limitations of Civil Service as Related to Certification of Librarians . . . . .	58
10. Minimum Requirements as Represented in Proposed Certification Plans . . . . .	63
11. Frequency and Distribution of Certification Legis- lation, Compulsory and Voluntary . . . . .	76
12. Development of Legislation Pertaining to Certifi- cation for School Librarians . . . . .	86

## CHAPTER I

### INTRODUCTION

Purpose and Scope.--Two hypotheses underlie the present study: (1) that the idea of certifying librarians, although under recent deliberate discussion, is not contemporary in its origin and (2) that librarians, library educators, national, state and local library organizations are looking with increasing favor on certification of librarians.

It is the purpose of this study to make a detailed analysis of the periodical literature on certification from 1906 to 1952 in order to trace, chronologically, the ideas, problems and attitudes relating to the certification of librarians.

Significance.--This study will have significance for library educators, employers of librarians, and certifying agencies which are responsible for issuing certificates because it will show whether or not professional standards have been raised, and will possibly indicate the influence of certification in the attempt to put librarianship on a level with other similar professions. It is anticipated, also, that such a study will point out the failures and successes which were encountered in formulating standards of qualifications over the period studied. Such an analytical history in the hands of those at the administrative levels, can serve as a guide to a better understanding of

present-day problems through an index to what has happened in the past.

Definition.--Certification, in this thesis, is understood to mean the action taken by a legally authorized state body or by a professional group on the professional or technical qualifications of librarians and library workers.

A certificate is a written guarantee that a person has complied with specified standards and is therefore eligible for a specified position in a library.

Methodology.--The International Index<sup>1</sup>, Education Index<sup>2</sup>, Library Literature<sup>3</sup>, Readers' Guide to Periodical Literature<sup>4</sup>, and Cannons' Bibliography<sup>5</sup> were searched for references to certification of librarians from 1906 to 1952. The references found in these indexes were compiled in chronological order in a card file. Articles were found for each year after 1906, with the exception of the years 1910-1915, 1926, 1932 and 1944. According to the articles found in these indexes, the earliest reference to the certification of librarians occurred in 1906 (see Table 1).

---

<sup>1</sup>International Index to Periodicals..., 1907- ; A Cumulative Author and Subject Index to a Selected List of the Periodicals of the World. (New York: Wilson, 1916- ).

<sup>2</sup>Education Index; A Cumulative Author and Subject Index to a Selected List of Educational Periodicals.... (New York: Wilson, 1929- ).

<sup>3</sup>Library Literature, 1921- ; A Supplement to Cannons', compiled by the Junior Members' Round Table of the American Library Association. (Chicago: American Library Association, 1934- ).

<sup>4</sup>Readers' Guide to Periodical Literature, 1900- ; (New York: Wilson, 1905- ).

<sup>5</sup>H. G. T. Cannons, Bibliography of Library Economy; A Classified Index to Professional Periodical Literature..., from 1876 to 1920. (Chicago: American Library Association, 1927).

TABLE 1  
DISTRIBUTION OF ARTICLES BY YEAR AND NUMBER

Year	Number of Articles
1906	1
1907	1
1908	4
1909	2
1910-1915	0
1916	9
1917	15
1918	6
1919	7
1920	13
1921	11
1922	11
1923	6
1924	3
1925	4
1926	0
1927	2
1928	2
1929	1
1930	7
1931	1
1932	0
1933	2
1934	4
1935	7
1936	12
1937	21
1938	8
1939	6
1940	4
1941	6
1942	5
1943	1
1944	0
1945	2
1946	3
1947	3
1948	6
1949	6
1950	4
1951	5
1952	3
Total	214

The history and development of certification as revealed through periodical literature and the collected data were summarized in terms of: (1) the greatest frequency of occurrence of certain ideas and the years in which the concentration occurred, (2) changes in attitudes toward certification of librarians, and (3) the evolution of certification laws and stipulations.

Major subject categories were established by a preliminary reading of a sample of the articles found. Each subject category was established, a detailed analysis of the material was made, using the paragraph as the recording unit.

Attitudes and opinions that were expressed in the articles were coded by using the following symbols: A plus sign (+) was used to represent approval or acceptance of a theme; a minus sign (-) was used to represent disapproval or non-acceptance of a theme, and a zero sign (0) was used to represent neutral feelings toward the themes as stated. The appropriate coding symbols were placed beside each theme.

In formulating judgments the reader should be mindful of the limitations of the data upon which the findings are based, i.e., the study is limited to the writings on certification of librarians which appeared in periodical literature.

## CHAPTER II

### GENERAL HISTORY AND DEVELOPMENT OF CERTIFICATION AS REVEALED THROUGH PERIODICAL LITERATURE, 1906 TO 1952

#### The Period from 1906 to 1913

The idea and practice of certifying librarians and library workers is not contemporary in origin. It is old in the sense that questions relating to the certification of librarians have long been discussed by library administrators and those persons interested in library personnel.

As early as the year 1906 the Minnesota Public Library Commission issued state certificates on the basis of state examinations, which were administered to librarians.<sup>1</sup> This type of certification entitled one to hold the position of librarian in libraries containing more than 10,000 and not less than 1,000 volumes.

One year later the Pratt Institute Library School, Brooklyn, New York, recognized the value of certification for librarians. Its director, Mary W. Plummer wrote:

I think I state the case fairly when I say that the library schools are in favor of anything that will add to general library efficiency. If the provision of satisfactory tests and the recommendation in a formal way of candidates experienced in actual work in libraries, are going to contribute to this efficiency, such action will mean a gain for the library

---

<sup>1</sup>Clara F. Baldwin, "State Examination and State Certification for Librarians," Library Journal, XXXI (December, 1906). 806.

school as well as for libraries. The training of the schools must profit by anything that keeps their standards high.<sup>1</sup>

Certification for librarians had its first legislative beginning in 1908. At a meeting of the Ohio Library Association on November 4-6, 1907, the Association voted to introduce before the legislature a bill certifying librarians.

Even though this important step was undertaken by Ohio, the honor of taking the first step in compulsory certification apparently belongs to California. In enacting the County Free Library law in 1909, the paramount importance of securing a high degree of fitness in the heads of county library systems led to the creation of a board of library examiners. "For high school librarians, California was again the pioneer in legislation requiring the same standards as for high-school teachers."<sup>2</sup>

According to the periodical literature dealing with certification of librarians, one of the first problems connected with certification was that of salaries. In 1909 one advocate of the Ohio certification law wrote, "Until the salaries are more attractive to those who have put in much time and money acquiring adequate training, library work in the ranks will be done by people hardly prepared to meet the requirements of what a state examination should demand."<sup>3</sup>

The fact that between the years 1909 and 1913 no references

---

<sup>1</sup>State Certificates for Librarians," Public Libraries, XII (July, 1907), 280.

<sup>2</sup>Ohio State Library Association, "State Examination for Librarians," Public Libraries, XIII (1908), 463.

<sup>3</sup>"Examination for Librarians," Public Libraries, XIII (December, 1908), 404.



were found on any aspect of certification seems to indicate a period in the growth of certification when librarians and others appeared not to be interested in acquiring standards of qualification for librarians.

#### The Period from 1914 to 1921

The certification of librarians, which for eight years had been one of the chief topics of discussion at state library association meetings had, by 1916, entered the legislative stage. Among those states which proposed bills to their state legislatures for certification of librarians were Montana, Massachusetts, Illinois, Missouri, Indiana and New York.

In Montana, candidates for the position of county librarian were eligible only if they were graduated from a library school. Massachusetts introduced a new law which provided for a commission to examine and register librarians as to qualification and experience and, in addition to this, county librarians in Massachusetts were required to file an oath of office with county clerks.<sup>1</sup>

It is interesting to note that in the state of Indiana all librarians of counties and of cities or towns having an assessed valuation of \$1,000,000 were requested to hold certificates of qualification as a prior condition to receiving tax support for the library.<sup>2</sup>

A new aspect of certification was presented by the New York Library Association--the relationship of the library staff to the Civil Service Commission. In September, 1916, at the annual meeting of the New York Library Association, Mr. Richard R. Bowker reported that civil

---

<sup>1</sup>William R. Eastman, "Tests for Librarians," Library Journal, XLI (January, 1916), 9.

<sup>2</sup>Ibid.

service, which placed all appointments to library positions on a basis of probation, was one of the most important matters ever brought before the Association.<sup>1</sup>

Civil service and its relation to certification of librarians was also a major concern of the League of Library Commissions which met in December, 1918. Speeches by different participants presented the problem for the certification of librarians and pointed out the difference between civil service and certification. Civil service provided both for fitness at the time of appointment and protection afterwards. While civil service was local, certification was state wide.<sup>2</sup>

By 1917 the preparation required for those who wished to become librarians was varied and indefinite. For some applicants not even a high-school education was required, while for others graduation from high-school or from a four-year college was necessary. That this problem was recognized may be seen in a statement from an address delivered by Mary J. Booth before the Illinois Library Association, October 11, 1916:

...Until there is some uniformity regulated by law both in general education and in the so-called professional preparation....librarianship has little right to be called a profession....<sup>3</sup>

In the library field, the bringing about of a general standardization of grades of service, hours, et cetera, raised, in turn, the problem of defining the ranks of librarians. This problem necessitated

---

<sup>1</sup>Richard R. Bowker, "Certificates for Librarians," New York Libraries, V (November, 1916), 165.

<sup>2</sup>"League of Library Commissions," Public Libraries, XXLI (February, 1917), 70.

<sup>3</sup>Mary J. Booth, "A Debtor to his Profession," Public Libraries, XXII (January, 1917), 6.

the establishment of a single standard which would receive universal recognition, such as the minimum of training necessary for each position (academic and professional), the conducting of similar examinations in the different states and the establishment of a rate of pay which each certificate could demand.<sup>1</sup>

The subject of certifying librarians first absorbed the interest of the American Library Association members, when, at the December, 1918, meeting of the League of Library Commissions, the Council of the American Library Association was asked to consider the problem of the standardization of libraries, to decide who should hold a library certificate, and whether certificates would be granted for technical or for general education.<sup>2</sup>

The certification of librarians and the standardization of libraries was again considered when a report was given at the annual meeting of the American Library Association held in Louisville, Kentucky, June 21-27, 1917. The chief purpose of the report was to give publicity to the plans of the Certification Committee and to invite discussion of the various proposals and the many sub-divisions of certification schemes.

The year 1918 marked a second great period of advancement in legislative development pertaining to the certification of librarians. The New York State Education Department, through its division of school libraries, sent out under date of May, 1918, a ruling concern-

---

<sup>1</sup>"Standardization of Library Service in New York High Schools," Library Journal, XLIII (September, 1918), 717.

<sup>2</sup>"League of Library Commissions," op. cit., p. 70.

ing state certification of high school librarians.<sup>1</sup> In line with this pronounced interest in certification for all types of librarians, the Wisconsin Library Association, at its annual meeting in Milwaukee, October, 1918, presented a draft of proposed legislation to create a State Board of Public Libraries which would be empowered to issue state library certificates to librarians. These certificates were designed to show the educational qualifications, the library training and the library experience of the applicant.

In this same year an attempt was made to obtain the enactment of legislation for certification as a section of an Illinois county library bill but the entire bill was defeated, largely because of the clause providing for certification. In Indiana the experience of Illinois was anticipated in one legislature and in a second attempt a county bill without the certification clause was passed.<sup>2</sup> Three other states, Iowa, Ohio and Minnesota made several attempts at securing certification legally without favorable results.

The New York Library Association, which in 1916 had been active in proposing certification, renewed its interest in 1919 by submitting a second set of rules for state legislation in the hope that they would be adopted by the State Board of Regents.

After working for four years in order to draw up a workable scheme of certification, the Standardization Committee of the New

---

<sup>1</sup>"Standardization of Library Service in New York High Schools," Library Journal, XLIII (September, 1918), 717.

<sup>2</sup>"Certification of Librarians," American Library Association Bulletin, XII (1918), 367.

York Library Association, in 1920, was ready to recommend definite legislation to the state legislature. The Association felt that the first essential of any practical plan for a system of state certificates was a substantial state grant to stimulate and enable local libraries to provide the salaries needed for duly qualified librarians.

The plan offered by the Association involved three things:

- (1) an amendment to the Education Law was necessary in order for the Regents to have the power to fix standards of library service for free public libraries which received money appropriated by the state;
- (2) to provide for service grants; and (3) the adoption of the rules set forth by the State Board of Regents.

According to the 1921 report of the Commission on Legislation, as edited by William F. Yust, several state library associations endeavored to obtain legal certification. In this year certification became a feature of the county laws of Ohio, South Dakota, Tennessee and Wisconsin. In Minnesota the certification feature had much to do with the defeat of various amendments to the county law.<sup>1</sup> In Iowa, the Library Association established a system of voluntary certification with a view toward future legislation.

New York prepared the way for certification of librarians in public libraries by authorizing the Regents to fix standards of service in state-aided and tax-supported libraries. This principle had been advocated for five years by the State Library Association through its

---

<sup>1</sup>William F. Yust, "Report of Commission on Legislation," American Library Association Bulletin, XV (June, 1921), 135.

Committee on Standards.<sup>1</sup>

In Rhode Island a bill was introduced into the legislature authorizing the State Board of Education to issue certificates to librarians and to establish rules regarding the service of libraries. The bill failed, but a substitute bill was passed which provided state aid, and which was ultimately expected to lead to certification.

The trend in library certification activities during this period was to test the plan of certification by actual experience, and thus prepare the way for its enactment into law. This led to the practice of certifying librarians under the auspices of library associations. In keeping with this practice the California Library Association, in 1921, adopted a voluntary system of certification under the direction of the Association.<sup>2</sup>

As the process of certifying librarians advanced and as library work became more standardized, new problems arose. Among the difficulties was the problem of classifying and certifying librarians already in service at the time that new plans were introduced, the difficulty of providing funds for the activities of certification boards, and the inability of the smaller libraries to pay salaries that were commensurate with even the minimum requirements. To these problems no immediate solution was found.

The Carnegie Corporation, in 1919, commissioned C. C. Williamson to make a field survey of training for library service.<sup>3</sup> The

---

<sup>1</sup>Ibid.

<sup>2</sup>Charles S. Greene, "Certification--A Suggestion," News Notes of California Libraries, XVI (January, 1921), 6.

<sup>3</sup>Alice I. Bryan, The Public Librarian, (New York: Columbia University Press, 1952), p. 307.

Williamson study, completed in 1921, emphasized the need for an improved program of library school education. Throughout his report implications for certification were inherent.

In reporting on the professional standards and qualifications of librarians, Dr. Williamson made the following comments:

What can be expected in the way of intellectual leadership from librarians who have less education than high-school teachers? Discouragement over the situation is in no way relieved by the fact that many of these uneducated workers are known as 'trained' librarians.... The facts are becoming clear to the leaders in library work. The remedy proposed by the Minnesota Library Association is two-fold: (1) improved opportunities for training and (2) certification of librarians....

The interest of the library worker is keen tho it must be admitted that the public is as yet indifferent. Librarians are ready and waiting expectantly for the creation of an effective system of certification.<sup>1</sup>

A significant feature of the report, and one which had direct bearing on certification for librarians, was the recommendation for the establishment of a National Board of Certification for Librarians. In support of the plan for an American Library Association Training Board which would be empowered to work out and adopt a scheme of standards for all grades of library service, Dr. Williamson offered these arguments:

Ten years from now if we work hard enough, a little progress will have been made...in the way of getting certification by state law.... But even if by some act of magic every state could be moved to adopt a reasonable system of certification shortly, we would certainly be worse off in some respects than now. In the first place we should have forty-eight different

---

<sup>1</sup> Carnegie Corporation of New York, Training for Library Service, (Boston: The Merrymount Press, 1923), p. 122.

systems.... State certification could apply only to libraries supported by public funds. An American Library Training Board could cover the entire field of library service, if it were found desirable. It could...certify for business libraries and libraries of many special types which fall principally or altogether outside the class of publicly supported institutions.<sup>1</sup>

#### The Period from 1922 to 1929

In 1922, while a few sporadic efforts were being made in state legislatures to secure certification laws, voluntary action and independent study of the problem was taking place among state library associations.

At the meeting of the California Library Association held in January of 1922, Helen E. Vogelson, Assistant Librarian of the Los Angeles County Free Library, gave a report on certification from the library assistants' point of view. In this report an attempt was made to present composite answers to a set of eight questions sent in 1921 to 38 libraries in the state. The returns from the canvass showed an almost unanimous opinion in favor of standardization and certification.<sup>2</sup> The consensus of opinion indicated that library workers believed that if certification was adopted standards of excellence in library work would be raised, dignity would be added to the library profession and privileges through professional advancement would be obtained. During this year the California Association adopted the plan of the Committee on National Certification, which had been outlined at the

---

<sup>1</sup>C. C. Williamson, "Some Present-Day Aspects of Training," American Library Association Bulletin, XIII (July, 1919), 124.

<sup>2</sup>Helen E. Vogelson, "Certification from the Library Assistants' Point of View," News Notes of California Libraries, XVII (January, 1922), 21.



American Library Association meeting the preceding year.<sup>1</sup>

The Missouri Library Association, in 1923, adopted a plan whereby four distinct grades of libraries, arranged according to population, and four grades of certificates corresponding to the library grades were set-up. The grades of libraries varied from cities of 2,500 to cities of 20,000 and over; the certificates stipulated the education and experience required for each grade.

Another plan for certifying librarians was formally presented to New York librarians at a meeting of the Regents of the University of the State of New York, April 7, 1923. The plan, culminating six years of special study and debate in the Senate, had been unanimously approved two years in succession by the New York Library Association.<sup>2</sup> The plan, which placed emphasis on experience, general education and technical education, was voluntary.

As a result of careful study over a period of two years, the American Library Association Council, in 1924, was in a position to recommend minimum standards for personal certificates. All matters relating to certification were turned over to the Board of Education for Librarianship, upon its establishment in 1924.<sup>3</sup>

Further legislative developments of this period showed that a bill providing for the certification of Indiana librarians, although approved by the Indiana Library Association at its annual meeting in

---

<sup>1</sup>"Certification in California," Public Libraries, XXVII (March, 1922), 155.

<sup>2</sup>Asa Wynkoop, "Regents Certificates for Librarians; Plan Now in Force," New York Libraries, VIII (May, 1923), 201.

<sup>3</sup>Clara W. Herbert, Personnel Administration in Public Libraries, (Chicago: American Library Association, 1939), p. 128.

December, was defeated in the Senate. "The objections to the bill were due mainly to a reaction against new boards...and to the fear that the smaller communities would pay higher salaries for librarians, if the standards were raised."<sup>1</sup>

The first step toward certification of Minnesota school librarians was taken in 1925 when a requirement of a year of professional training was stipulated for full time school librarians.... The second step was taken by the State Board of Education at its meeting in August, 1927 when the following additions were made to certification rules: '(1) The full-time assistant librarian, if performing professional, not clerical, duties, must be certified by the State Board of Education as a school librarian.' (2) 'The part time or teacher librarian in districts having senior or four-year high schools, beginning with September 1928, must have an endorsement issued by the State Commissioner of Education on the regular Teacher's Certificate.'<sup>2</sup>

Up to and including the year 1927 there were two predominant fears entertained by the opponents of certification for librarians. It was feared that certification might work a hardship upon librarians then performing effective service, but who did not meet the required standards of education and, secondly, that the local library commissions, as a result of state certification, might lose control over library appointments. In line with this trend of thinking the New York Library Association, in May, 1927, presented a detailed outline of reasons why librarians should secure certificates. Among the important reasons given were that certification would raise the salaries of librarians and that it would be a means of putting librarianship on a level with other professions.<sup>3</sup>

---

<sup>1</sup>"Certification," Library Occurrent, VIII (April-June, 1927), 42.

<sup>2</sup>"Certification in Minnesota," Library Journal, LII (January, 1928), 26.

<sup>3</sup>Asa Wynkoop, op. cit., p. 197.

The Period from 1930 to 1937

To New York belongs the honor of becoming the first state definitely to recognize library work as a profession. By 1930, this state required every librarian of professional grade in public libraries of the state to hold a certificate as a condition of legal employment. Librarians were required to qualify on the amount and degree of his education, training and experience.<sup>1</sup> It is interesting to note that in these certificates a distinction was made between clerical library workers and professional librarians. Principles of classification were stipulated whereby the title and position, as indicated on the certificate conformed in duties, responsibilities and typical activities.<sup>2</sup>

In taking this step toward determining the classification of the professional staff, the New York State Library Association set a precedent in librarianship. Classification was, according to this plan, considered as a classification of positions and not of persons. All positions involving substantially the same kind of work were grouped in the same class under a standard title. Standardized positions involved the same descriptive title for each position, the same qualifications as to education, experience, personal traits and other qualification tests of fitness.<sup>3</sup>

The American Library Association at the Montreal conference, June, 1934, endorsed the enactment of a law in every state providing

---

<sup>1</sup>Carl Cannon, "New York Gives Librarians Professional Status," Library Journal, LV (July, 1930), 588.

<sup>2</sup>"The Next Step in Certification," New York Libraries, XII (August, 1930), 108.

<sup>3</sup>Ibid., p. 108.

for the certification of librarians. This aspect of library training was incorporated in the program of national planning of the American Library Association during the same year.<sup>1</sup>

The four suggestions submitted by the Board of Education for Librarianship were: (1) the establishment of a certification body qualified to promote librarianship as a profession; (2) that all libraries receiving support as a whole or in part from public funds be required after a specified date to appoint to positions of chief librarians and full-time assistants only persons who held proper certificates; (3) for the certification before a specified date of librarians in service who would be unable to qualify on the basis of educational and professional training; and (4) for the establishment by the certifying body of various grades or types of certificates adapted to the libraries established in the state and for the certification on a voluntary basis of librarians and full-time assistants in other than publicly supported libraries.<sup>2</sup>

By January, 1935, much debate was in vogue among librarians on the value of civil service examinations as a basis of testing the qualification of librarians. In an effort to publish some helpful suggestions to states which were considered drafting certification laws, John Boynton Kaiser, with the authorization of the president of the American Library Association, prepared a report of the arguments traditionally advanced against and for civil service. According to

---

<sup>1</sup>Herbert, op. cit., p. 129.

<sup>2</sup>"Certification for Librarians," Wilson Bulletin, IX (October, 1934), 93.

this report, the chief arguments advanced in favor of civil service were: that civil service checked the appointment of workers for political or personal reasons; that it gave employees a feeling of security; that it aided in raising salaries and promoted continuity by preventing removal of employees for insufficient cause. The admitted shortcomings of this system of qualifying librarians were that personality, character, and judgment were not tested in civil service examinations; that the rules were too rigid; and that civil service was susceptible to factionalism.<sup>1</sup>

Although a country-wide plan no longer was being considered by the American Library Association, active interest in the promotion of legal certification on a state basis was evidenced by its suggestions and clarification on such items as the aims and advantages of certification, the question of enforcement and control, the objections raised by individuals, and the methods of securing legislation.<sup>2</sup>

By 1938, according to a compilation made by the American Library Association, seven states--California, Illinois, Indiana, Iowa, Missouri, Nebraska and New Jersey issued certificates under voluntary plans. Fifteen states legally certified public, regional, municipal and county librarians. These states were California, Louisiana, Montana, Nebraska, New York, North Carolina, Oklahoma, Ohio, South

---

<sup>1</sup> John Boynton Kaiser, "Government Service-Library Problems; Civil Service and Libraries," Library Journal, LX (January 1, 1935), 16.

<sup>2</sup> Ruth Kraemer, "Certification of Librarians; Implications Drawn from the Field of Teaching," Library Quarterly, XVIII (July, 1948), 159.

Carolina, Tennessee, Texas, Virginia, Washington and Wisconsin. The following seventeen states required school librarians to hold certificates: Alabama, California, Connecticut, Indiana, Louisiana, Minnesota, New Jersey, New York, North Carolina, Ohio, Oklahoma, Oregon, Pennsylvania, Utah, Virginia, Washington and Wisconsin.<sup>1</sup>

Obstacles to rapid acceptance of certification were outlined in speeches at the meeting of the National Association of State Libraries, May 11, 1936. Among the recommendations offered were that a certification bill should be as simple as possible; a detailed code should include schemes of library service, classification libraries, types of positions, et cetera; fixed tenure of office should not be identified with certification and that a certification law should provide, as a penalty, that state aid be withheld from a non-complying library.<sup>2</sup>

Certification expressly for college and university librarians was first emphasized in 1936. Up to this time great significance had been attributed to certification for public librarians, which included library workers in school, municipal and county librarians, but little or no steps had been taken concerning librarians in institutions of higher learning.

Certification of college and university librarians presented a different problem from that of either the public or school librarians. At this time certification for school librarians came under the juris-

---

<sup>1</sup>Board of Education for Librarianship, "Certification-A Summary," American Library Association Bulletin, XXX (August, 1936), 643.

<sup>2</sup>"Considerations in Securing Legal Certification for School Librarians," American Library Association Bulletin, XXX (September, 1936), 879.

diction of the state department of education and those interested in this phase of library work met the requirements set up by that group; the public librarians were responsible to the state library commission, the state library or some other designated agency.<sup>1</sup>

Some indication of the general feeling on this matter at this time may be seen in the following quotation:

In the first place, all colleges and universities do not fit into state schemes of organization. There are many church schools over which the state has no authority.... Then, too, the school has long had certification for its teachers, and it is the logical step from this to certification of school librarians who function as members of the faculty....

There are several points which should be decided upon before a definite plan for certification of college and university librarians can be worked out. First, do we want this certification for head librarians only, or for the whole profession?

Next, we must decide on what basis this scheme of certification is to be set up. What will determine the ranking of librarians, the student enrollment of the institution, the size of the library staff to be administered, the size of the book collection, or a combination of these?<sup>2</sup>

The Proceedings of the Fifth Annual Conference of the Catholic Library Association revealed the fact that this organization, too, has been interested in fostering certification. In a paper read at the annual meeting, March 31-April 2, 1937, the following remarks were made concerning certification:

The solution of the problem of the high school library does not rest simply with the formulation of a set of standards by this Association.... There are in the United States today over two thousand Catholic secondary schools. About a fifth percent of that number are accredited or affiliated by regional associations, by state departments of education, by state universities and by the Catholic University of America....

---

<sup>1</sup>Charles H. Stone, "Certification for College and University Librarians," American Library Association Bulletin, XXX (September, 1936), 879.

<sup>2</sup>Ibid., p. 890.

Thus, the current trends toward certification should serve to make Catholic librarians, school principals and superiors conscious of prevailing conditions, of the meaning of school library service, and of the recommendation of the standardizing agencies.... It should be a signal for us to improve our situation by releasing for study more persons who are competent to engage in school librarianship.<sup>1</sup>

Certification for librarians gained impetus in the first nine months of the year 1937 by the passage of certification bills in Georgia and Tennessee, by the passage of a State aid bill in Michigan, which provided certification for that state, by the approval by the Montana Library Association of a bill to be introduced in the legislature, and by the adoption of voluntary plans in New Hampshire, Pennsylvania and South Dakota.<sup>2</sup>

A forward-looking trend was depicted in the proposed certification bills of this period in that definite provisions were made for the establishment of a competent certification board to issue certificates. These certification rulings also showed a tendency to provide for the certification of librarians in public libraries as well as in libraries of institutions of higher learning.

On October 21, 1937, the Pennsylvania Library Association passed a measure which provided for voluntary certification.<sup>3</sup>

#### The Period from 1938 to 1945

The years between 1938 and 1945 may be considered as the third

---

<sup>1</sup>"How Will the Current Trends Towards Certification Affect Catholic School Librarians," Catholic Library World, IX, nos. 1-4 (March-April, 1937), 36-37.

<sup>2</sup>Margaret E. Vinton, "Certification of Librarians - 1937," American Library Association Bulletin, XXI (October, 1937), 640.

<sup>3</sup>"Certification in Pennsylvania," Library Journal, LXIII (January 1, 1938), 2.



period in which concentrated efforts were expended toward obtaining certification legislation. Bills were proposed in Colorado, Indiana, Minnesota, Missouri, Montana, Texas and Wisconsin. The Colorado, Indiana, Minnesota, Texas and Wisconsin Library Associations proposed certification for public librarians; Missouri offered a plan to empower the Missouri Library Certification Board to qualify librarians for state libraries; and the Montana Library Association worked toward granting the State Library Extension Commission the power to certify librarians.<sup>1</sup>

Despite active campaigns in state library associations in California, Colorado, Illinois, Indiana, Iowa, Missouri, and Oregon, efforts to secure legal certification failed.

Recognition of the importance of the library to the modern school and the necessity for trained personnel to administer school libraries was the trend in 1939. With respect to the legal provisions governing the certification of school librarians, the following states had legislation which expressly provided for the certification of school librarians: California, Minnesota, New York, Oklahoma, Oregon, Tennessee, West Virginia and Wisconsin.<sup>2</sup> The number of states in which state certifying authorities regulated certification for school librarians was thirty. Among these states were Alabama, California, Connecticut, Delaware, Florida, Georgia, Indiana, Iowa, Kentucky,

---

<sup>1</sup>Margaret Vinton, "Certification in 1939," American Library Association Bulletin, XXXIII (January, 1939), p. 36-37.

<sup>2</sup>Edith A. Lathrop, "Certification of School Librarians," School Life, XXV (May, 1940), 239.

Louisiana, Maine, Michigan, Minnesota, Mississippi, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Ohio, Oklahoma, Pennsylvania, South Carolina, South Dakota, Utah, Virginia, Washington, West Virginia and Wisconsin.

In addition to the legislative development of 1939 the Board on Salaries, Staff and Tenure of the American Library Association became responsible for certification, a responsibility which was taken over from the Board of Education for Librarianship.

In the years following 1939 there was some indication that library educators, employers and librarians themselves had come to realize that certification was essential to modern personnel procedures for the recruitment, selection and assignment of employees.

The Minnesota Library Association, in 1938, appointed a Library Planning Board to study library conditions and to chart ways and means for the realization of objectives set forth in their plan. Also in this year an announcement was made by the Association to the effect that all libraries supported by public funds should be required to employ only persons who held proper certificates as prescribed by the State Board of Education.<sup>1</sup>

According to the revised plan for certification of librarians which was adopted in Iowa, certificates were issued on a credit basis. The Grade A, Life Certificate required a minimum of twelve or more

---

<sup>1</sup>Lee F. Zimmerman, "Library Planning Board," Minnesota Librarian and News, XII, pt. 2 (December, 1938), 274.

credits; the Grade B, Five-Year Certificate required a minimum of five credits; the Grade C, Three-Year Certificate required a minimum of five credits and the Grade D, One-Year Certificate required two and one-half credits.<sup>1</sup>

The Indiana Certification plan, established March, 1943, was effective due to the fact that in the scheme applicants were classified in terms of training and experience and also in terms of particular duties and responsibilities. For each of the Grades, i. e., Head Librarians Grades 1-5, Department Head, Gradel, et cetera, the required education (both technical and general) and the experience was outlined in addition to the definition of each of these grades.

In 1940, the provision in the Voluntary Certification Plan adopted by the Massachusetts Library Association set June, 1945 as the limit for certification on the basis of length of service only. That the plan had been satisfactory is evidenced by the fact that by the year 1945 more than 790 of approximately 1200 librarians in the state had become certified. In May, 1944 the Association voted to accept the recommendation of the Committee on Library Standards that certification be made legal.<sup>2</sup> The deep interest in legal certification was made an even more pressing matter due to the introduction into the Massachusetts Legislature of a bill proposing Civil Service for the Boston Public Library. The fear held at this time was that such legis-

---

<sup>1</sup>"Revised Plan for Certification of Librarians," Iowa Library Quarterly, XIV (October, November-December, 1941), 55.

<sup>2</sup>Sigrid A. Enge, "Interim Report of the Committee on Library Standards," Massachusetts Library Association Bulletin, XXV (April, 1945), 30.

lation might pave the way toward state-wide library civil service rather than certification.

The Period from 1946 to 1952

This period was characterized predominantly by the following types of certification activities: the revision of old certification rules and old certificates; the scheduling and administering of examinations and the adoption of new certification acts.

In 1946 the Virginia Board for the certification of librarians amended its certification code, giving the Board power to establish rules and regulations, to establish grades of certificates and to prescribe and hold examinations for those seeking certificates as librarians.<sup>1</sup> The certification law of Virginia was amended so that temporary certificates could be made to sub-professionals who lacked library-school degrees.

The first professional certificate was awarded in the state of New Jersey in September, 1947. "The ceremonies marked the inauguration of the issuance of professional certificates to qualified librarians throughout the State."<sup>2</sup> According to the plan permanent certificates were to be awarded to those who were currently employed in a public library and who were graduated from a library school accredited by the New Jersey State Board of Education. The certificate was valid for those librarians who had completed three years of successful experience

---

<sup>1</sup>"Text of the Law for the Certification of Librarians," Virginia Library Association Bulletin, VII (September, 1946), 3.

<sup>2</sup>"New Jersey Launches Librarian Certification," Library Journal, LXXIV (November, 1949), 1657.

in a public library, or had received a professional certificate granted under a voluntary plan of the New Jersey Library Association. "Certification by the State Board of Examiners climaxed a 10 year campaign by the New Jersey librarians to raise the standards of their profession."<sup>1</sup>

Up to 1949 librarians in Massachusetts were certified voluntarily by the Massachusetts Library Association. In 1949 an act for certifying librarians was passed and certification became legal.

The problem of certifying librarians was considered by the Medical Library Association at its 48th Annual Meeting, April 11-14, 1949. This group proposed to establish a Code for the training and certification of medical librarians. When the vote was taken at this meeting the result was 71 in favor and 22 against. Objections to the undertaking of certification of medical librarians by the Medical Library Association were that the grading of medical librarians should be left to the educational institutions and that the Medical Library Association was composed of members in many countries, thus making this venture impractical.<sup>2</sup>

By January, 1950 the Wisconsin Certification Board was providing certificates of four grades evidencing certain standards of education, training and experience. Requirements were established

---

<sup>1</sup>"From the Commission," Wisconsin Library Bulletin, XLVII (January, 1950), 5.

<sup>2</sup>Sanford V. Larkey, "Remarks against Certification," Medical Library Association Bulletin, XXXVII (October, 1949), 299.

for librarians according to the population of the cities in which the applicants worked.

In this same year the New York State Board of Regents approved revisions of its certification regulations by issuing the following announcement. "After October, 1950, each registered public or free association library serving a population of 5,000 or more shall employ in professional positions only librarians and professional assistants holding the public librarians' professional certificate."<sup>1</sup>

By June 1951 a good deal of debate was centered around the proposal advanced that a national examination be given in addition to the acceptance of the accredited library school degree as a condition of entrance to professional librarianship. According to the plan, ability to pass such an examination would constitute the basis of certification, rather than possession of a formal degree of what ever sort.<sup>2</sup>

In connection with this venture opinions of persons representing large public libraries, state certification boards and state civil service commissions were solicited through letters on "... the extent to which examinations have been used as an avenue for full professional status...the number of people who have thus been accredited in the preceding five years, and...the source of the examination."<sup>3</sup>

---

<sup>1</sup>"Regents Approve Revision of Certification Regulations," Library Journal, LXXV (November 1, 1950), 1882.

<sup>2</sup>Irene M. Kavanaugh and Elizabeth A. Wescott, "A National Opinion," Library Quarterly, XXI (June, 1951), 198.

<sup>3</sup>Ibid.

...Members of all three groups - librarians, certification boards, and civil service commissions - were definitely interested in considering it and in learning more about the activities of the Sub-Committee....

Only about one-third of all the respondents reacted favorably toward the proposal.

It is evident that, before the Joint Committee or any other group promulgates a national examination there must be further consideration of the problem throughout the library profession.<sup>1</sup>

Three years prior to 1952 the Medical Library Association proposed to establish certification for its members. Following this inauguration a committee was appointed to study the aspects of certification. At the Fifty-First Annual Meeting of the Medical Library Association, June 24-27, 1952, the Committee on Standards for Medical Librarianship reported its progress. It was revealed that a total of eighty-two certificates were issued up to 1952 and that 115 application forms had been sent out on request during the year 1951-52, making a total of 327 application forms sent out on request since certification was established.<sup>2</sup>

A study which summarized the data regarding the states which, at present, have certification laws or stipulations and which ascertains whether or not these stipulations are voluntary or compulsory was completed in 1952 by the New Mexico Library Association.

On the basis of replies from letters which were sent to an official in each state, usually the director of the state library extension agency or one of the state libraries, the committee con-

---

<sup>1</sup>Ibid., p. 205.

<sup>2</sup>Committee on Standards for Medical Librarianship, "Medical Librarianship and Certification," Bulletin of the Medical Library Association, XL (October, 1952), 435.

cluded that the status of certification up to September, 1952 was as follows: Twenty four states had enacted some form of legal certification covering public and/or county librarians; seventeen states certified public librarians; seven states certified county librarians specifically; ten states certified librarians on a voluntary basis; thirty-one states and the District of Columbia issued school certificates and fifteen states required no special certification of their library workers.<sup>1</sup>

### Summary

For almost fifty years there has been a growing interest among librarians and educators in certification, the legal process by which the state grants to an applicant the privilege of pursuing library work of a specific kind.

The first evidence of the movement for certification for librarians was in 1906, when the Minnesota Public Library Commission issued state certificates on the basis of state examinations.

In 1908 Ohio proposed certification before its legislature and California took the first step in enacting certification laws for county and school librarians.

By 1916 the movement for certifying librarians had developed to the point where several state legislatures had proposed or were in the process of proposing certification bills. Among these states were Montana, Massachusetts, Illinois, Missouri, Indiana and New York.

---

<sup>1</sup>Chester H. Linscheid, "Certification Today," Library Journal, LXXVII (September 15, 1952), 1451-55.



When the subject first absorbed the interest of American Library Association members, an interest greatly stimulated by the report of Dr. C. C. Williamson on training for library service, it was advocated that a voluntary system be established by the Association itself.

Several obstacles impeded the progress of certification. Chief among these difficulties were the inability of local libraries to provide the salaries needed for duly qualified librarians, the problem of classifying and certifying librarians already in service, and the matter of providing funds for the activities of boards of certification.

In 1921 New York State prepared the way for certification of librarians in public libraries by authorizing the Board of Regents to fix standards of service in state-aided and tax-supported libraries.

By 1936, according to a compilation made by the Board of Education for Librarianship, seven states issued certificates under voluntary plans; fifteen states legally certified librarians, seventeen states, chiefly through rulings of state departments of education, required school librarians to hold certificates.

A current trend in 1939 was the importance attached to securing certification for school librarians.

It seems that the period, 1939 through 1940, marks the stage in the development of the practice of certifying librarians when the library profession unanimously accepted certification.

In 1951 there was a movement for the establishment of a National Examination as a basis for library certification, but the opinions of representatives of a cross-section of the library profession indicated that the time was not yet ripe for such a venture.

From the historical sketch presented it is apparent that emphasis has been placed on requirements for secondary school librarians, most of whom are certified on the same basis as teachers. The public librarian is responsible to the library commission, the state library or some other designated agency. Apparently little attention has been given to requirements for the certification of librarians employed in colleges and universities.

According to the periodical literature relating to the certification of librarians, the status of certification up to 1952 is as follows: Twenty-four states have legal certification; seventeen of these require certification specifically for public librarians and seven have certification requirements for county librarians; ten states certify librarians voluntarily; thirty-one states and the District of Columbia issue school certificates to librarians, and fifteen states have no specific certification requirements.

### CHAPTER III

#### A DETAILED ANALYSIS OF PERIODICAL LITERATURE RELATIVE TO CERTIFICATION OF LIBRARIANS FROM 1906 TO 1952

In Chapter II a general overview of certification was given in order to point out the problems, failures and successes encountered during the historical development of certification for librarians.

The present Chapter intends to give a more detailed analysis of certification in the light of the attitudes and opinions, according to statements expressed in periodical literature, held by librarians in regard to the various aspects of certification.

After searching the indexes stipulated in the methodology of this study, a total of 214 references were found. Of the 214 references, 23 were not located, thus a total of 191 articles were analyzed for this study. The references which were not located are indicated by an asterisk in Appendix A.

Most of the articles relating to certification, a total of 61, were found during the period from 1914 to 1921. The next highest number of references, 54, was found in the period 1930 to 1937. Thirty-two references were found in the period 1938 to 1945; 30 were located during the period 1922 to 1929 and the least number of articles, eight, were found in the period 1906 through 1913. This is shown in Table 2.

TABLE 2

FREQUENCY AND DISTRIBUTION OF REFERENCES PERTAINING TO THE  
CERTIFICATION OF LIBRARIANS, 1906 to 1952

	1906 1913	1914 1921	1922 1929	1930 1937	1938 1945	1946 1952	Total
Library Journal	3	19	5	12	4	6	49
American Library Association Bulletin	-	9	1	18	8	1	37
Public Libraries	5	14	3	-	-	-	22
New York Libraries	-	9	5	3	-	-	17
Library Occurrent	-	-	1	-	7	2	10
Michigan Library Bulletin	-	2	1	3	3	-	9
Illinois Libraries	-	2	4	3	-	-	9
Medical Library Association Bulletin	-	-	-	-	-	7	7
Massachusetts Library Association Bulletin	-	-	-	1	3	3	7
Wisconsin Library Bulletin	-	2	1	-	-	2	5
Wilson Bulletin	-	-	-	3	-	1	4
News Notes of California Libraries	-	1	2	-	-	-	3

TABLE 2 Continued

	1906 1913	1914 1921	1922 1929	1930 1937	1938 1945	1946 1952	Total
Minnesota Library News and Notes	-	-	-	1	2	-	3
School and Society	-	-	-	2	-	-	2
Bulletin of the Louisiana Library Association	-	1	-	-	-	1	2
Special Libraries	-	1	1	-	-	-	2
New Jersey Library Bulletin	-	-	2	-	-	-	2
Pacific Northwest Library Association Bulletin	-	-	2	-	-	-	2
South Dakota Library Bulletin	-	-	1	1	-	-	2
Iowa Library Quarterly	-	-	-	1	1	-	2
Library Quarterly	-	-	-	-	-	2	2
Pennsylvania Library and Museum Notes	-	-	-	1	-	-	1
Bulletin of the New Hampshire Public Library	-	-	-	1	-	-	1
North Carolina Library Bulletin	-	1	-	-	-	-	1
Libraries	-	-	-	1	-	-	1
Catholic Library World	-	-	-	1	-	-	1
School Life	-	-	-	-	1	-	1

TABLE 2 Continued

	1906 1913	1914 1921	1922 1929	1930 1937	1938 1945	1946 1952	Total
School Library Association of California Bulletin	-	-	-	1	-	-	1
Ontario Library Review	-	-	-	-	1	-	1
Colorado Library Association Bulletin	-	-	-	-	1	-	1
Canadian Library Council Bulletin	-	-	-	-	1	-	1
Librarian and Book World	-	-	-	-	-	1	1
School Library Quarterly	-	-	-	-	-	1	1
Bookmark	-	-	-	-	-	1	1
Minnesota Librarian	-	-	-	-	-	1	1
Virginia Library Bulletin	-	-	-	-	-	1	1
Reading and School Libraries	-	-	-	1	-	-	1
Grand Total	8	61	29	54	32	30	214

Forty-nine of the 214 references located in the indexes consulted were found in the Library Journal. The American Library Association Bulletin ranked next in number of references to certification with a total of 37. Less than two references were found in the following periodicals: Pennsylvania Library and Museum Notes, Bulletin of the New Hampshire Public Library, North Carolina Library Bulletin, Libraries, Catholic Library World, School Life, School Library Association of California Bulletin, Canadian Library Council Bulletin, Librarian and Book World, School Library Quarterly, Bookmark, Minnesota Librarian, Virginia Library Bulletin, and Reading and School Libraries.

As a result of the preliminary reading of a representative number of articles found, major subject categories and related indicators of each were outlined on work sheets which were constructed in a manner to facilitate the gathering of information and to obtain consistency in the coding procedure.

When more than one subject category was discovered in the same paragraph, that paragraph was classed under the most appropriate indicator on the work sheet. Duplicate articles were coded only once.

#### Attitudes and Opinions Held by Organizations and Associations Toward the Certification of Librarians

Since the year 1906, organizations have concerned themselves with certification. These organizations include national library associations, state library associations, state education associations and local organizations.

Table 3 shows the frequency and distribution of attitudes held by these organizations relating to whether or not librarians should be certified.

TABLE 3

ATTITUDES OF ORGANIZATIONS AND ASSOCIATIONS TOWARD  
THE CERTIFICATION OF LIBRARIANS

Period	Associations								Fre- quency
	National Library		State Library		State Education		Other*		
	Pro	Con	Pro	Con	Pro	Con	Pro	Con	
1906-13	1						2		5
1914-21	8	1	14		1				24
1922-29	2		7		5				14
1930-37	9		2		2				13
1938-45	2		6		2				10
1946-52	2		5		2		1		10
Totals	24	1	36	-	12	-	3	-	76

\*Pertains to the Pratt Institute Library School and to the Minnesota Public Library Commission.

Table 3 reveals the fact that throughout the development of certification, national, state and local organizations have been overwhelmingly, almost unanimously, in favor of certification. According to the periodical literature relating to the subject of certification, there has been one state disapproval, by organizations, of the practice of certifying librarians. The Library Workers' Association, in 1920, criticized the issuing of nationwide certificates,



a practice favored by the American Library Association.

According to the number of times organizations have come out for certification, the group most concerned with the matter of certification has been State library associations. It may be seen in Table 3 that between the period 1906 - 1952 at their library meetings these groups approved of certification for librarians a total of 36 times. Fourteen, or nearly one-half of these indications appeared between the period 1914 to 1921.

Included in the group of State library organizations which have at one time or another stated their approval of certification are the library associations of the following states: Iowa, New York, Wisconsin, Missouri, Minnesota, New Jersey, Louisiana, Massachusetts, Michigan, Ohio, Illinois, California, Indiana, Pennsylvania, New Mexico and North Carolina.

Next in frequency of state acceptance of certification is the national library association group. As shown in Table 3 twenty-four indications of approval have been shown by this group. It is interesting to note that out of 24 stated approvals of certification, 18 relate to attitudes as held by the American Library Association alone. This seems to indicate that the American Library Association has been more concerned with certification than has any other national library association group.

Included in the group of national library associations which have publicly favored certification for librarians are: The American Library Association, The Catholic Library Association, The National

Association of State Libraries and the Medical Library Association. The one dissenting national association was the Library Workers' Association.

According to this study, there have been five different boards and/or commissions of the American Library Association which have concerned themselves with certification. These include the Board of Education for Librarianship, the National Certification Board, the League of Library Commissions, the Executive Board and the Board on Salaries, Staff and Tenure.

The matter of certification was accepted by national library associations most between the periods 1914-1921 and 1930-1937. In the former period there were indications of approval; in the latter, nine.

At 12 different times state educational associations have expressed approval of certification for librarians. These favorable indications are represented by the California State Board of Education, the Louisiana Board of Library Examiners, and the Missouri State Department of Education.

The greatest number of stated acceptances of the idea of certification were voiced in the period 1914 through 1921. During this period, 24 out of a total of 76 favorable attitudes were expressed.

In addition to national library associations, local organizations have also indicated their concern in certifying librarians. Table 3 supports this fact. On three different occasions local organizations have indicated that they favored certification. These organi-

zations were the Minnesota Public Library Commission, which in 1906 began issuing certificates to librarians, the Department of Occupational Standards of the City of Baton Rouge, Louisiana, which in 1946 issued the Regulations of the State Board of Library Examiners, and the Library Extension Division of the New York State Library Association, which in 1951, exchanged old type public librarians' certificates for the new public librarians' professional certificates.

#### Attitudes of Individuals Toward Certification of Librarians

In the matter of certification the individual attitudes to be observed have been those of librarians, educators, trustees of library boards and other interested persons. Data pertaining to the attitudes of individuals toward certification are presented in Table 4 which reveals that for a total of 45 times, different individuals have expressed approval of certification and at nine different times individuals have indicated that they disapproved of certification.

Twenty-nine of the total of 45 favorable expressions were given by librarians. This indicates that, according to the number of times they have accepted the practice of certification, the majority of librarians favor certification.

Among the many librarians who have at one time or another stated in literature their feelings toward certification are these: Mary W. Plummer, Mary J. Booth, Richard R. Bowker, John C. Dana, P. L. Windsor, C. C. Williamson, Margaret E. Vinton, and Edith A. Lathrop.

Educators, too, have been interested in certification for librarians, especially for school librarians. At eight different times

this group of individuals have stated their approval of certification and on two occasions it has disapproved of certification for librarians. It may be interesting to note that one of these two dissenting opinions was held by a minister.

TABLE 4

ATTITUDES OF INDIVIDUALS TOWARD  
CERTIFICATION OF LIBRARIANS

Period	Librarians		Educators*		Others**		Frequency		Grand Total
	Pro	Con	Pro	Con	Pro	Con	Pro	Con	
1906-13	1	-	-	-	-	1	1	1	2
1914-21	12	3	-	-	2	1	14	4	18
1922-29	2	-	-	-	2	1	4	1	5
1930-37	12	-	4	2	2	-	18	2	20
1938-45	2	-	4	-	-	-	6	-	6
1946-52	-	-	-	-	2	1	2	1	3
Totals	29	3	8	2	8	4	45	9	54

\*Members of other professions, senators, members of Boards of Trustees

\*\*Unsigned editorials

During its history certification has been accepted and/or rejected by individuals other than librarians and other educators. Included in this group are members of boards of trustees and unidentified persons (unsigned editorials).

Table 4 shows that, out of a total of 12 expressions represented by individuals of this group, eight were for certification

and four were opposed to it.

In conclusion it was found that of all the groups or organizations which have concerned themselves with certification, state library associations have shown most interest in, and favor for certification of librarians. Different branches of the American Library Association have emphasized certification for librarians also. Chief among these boards which have been interested in fostering certification has been the Board of Education for Librarianship.

Judging by the expressed attitudes and opinions of individuals, librarians themselves have accepted the idea of establishing standards of library service more times than any other group of individuals.

#### Attitudes Expressed in Articles Regarding Methods of Procedure for Standardizing Library Service

One of the major problems in securing effective legislation has been to find a means of enforcement. In a voluntary system, local boards are not bound to observe voluntary regulations. Through compulsory certification librarians are required, by law, to maintain certificates. Data indicating the attention which has been given to this aspect of certification are presented in Table 5.

Table 5 shows that between the period 1906 and 1952, attitudes relating to the methods of procedure for standardizing library service, have been expressed in 48 articles. Of these, 27 have favored mandatory or compulsory certification, and 15 have approved of voluntary certification, whereby the individual may become certified at his own free will. In five articles certification by voluntary means was

expressed with certain reservations, usually that voluntary certification should be adopted initially and that this plan should be followed by compulsory certification laws. One qualified approval was given for compulsory certification.

TABLE 5

ATTITUDES EXPRESSED IN ARTICLES REGARDING METHODS  
OF PROCEDURE FOR STANDARDIZING LIBRARY SERVICE

Period	Voluntary	Compulsory	Qualified Voluntary	Qualified Compulsory	Totals
1906-13	2	1	-	-	3
1914-21	5	9	-	-	14
1922-29	3	6	1	-	10
1930-37	1	6	3	1	11
1938-45	2	3	1	-	6
1946-52	2	2	-	-	4
Total	15	27	5	1	48

The fact that considerable emphasis has been placed on voluntary certification may be seen in Table 5, where 20 or 41.66 percent of the total attitudes expressed have supported permissive certification for librarians. It seems logical to assume that sympathizers of this method urged the introduction of a voluntary system as a step towards eventual compulsory certification legislation.

The Nature of Certification

Data which show the purposes, aims, advantages and limita-

tions of certification are presented in Tables 6 and 7.

In Table 6, which deals with the attitudes expressed in favor of certification, a total of 99 arguments are presented. This table discloses the fact that most arguments appeared in the period 1914 to 1921. A total of 36 favorable attitudes were advanced during these years. The least number of arguments, three, turned up during the years 1938 through 1952.

Based upon the frequency with which certain favorable arguments have appeared throughout literature the most commonly recognized purpose of library certification is to raise the library profession by putting librarianship on the level with that of other professions. This argument, which appeared 21 times, represents 21.21 percent of the total arguments advanced in regard to the merits of certification.

The next most commonly argued point according to the number of times it appeared is the argument that certification safeguards the profession against employment of unqualified persons, a point which was expressed a total of 14 times.

These data point out the fact that in formulating the purposes, aims and merits of certification, librarians have emphasized seven major points. These arguments, in order of frequency of appearance were found to be that certification puts librarianship on the level with other professions (teaching, especially), safeguards against the employment of unqualified persons, aids library authorities, local boards and educators in selecting employees, protects librarians, adds

TABLE 6

FREQUENCY AND DISTRIBUTION OF ATTITUDES EXPRESSED  
IN FAVOR OF CERTIFICATION

Opinions Expressed	Periods and Frequency						
	1906 to 1913	1914 to 1921	1922 to 1939	1930 to 1937	1938 to 1945	1946 to 1952	Total
Puts Librarianship on level with other Professions	-	8	3	10	-	-	21
General Arguments	3	5	4	1	-	3	16
Safeguards against Employment of Unqualified	1	5	1	4	1	2	14
Aids Library Authorities, Local Boards and Educators in Selecting Employees	1	9	1	2	-	-	13
Protects Library Workers	-	1	5	5	1	-	12
Adds to the Prestige of the Library Profession	-	1	6	4	-	1	12
Safeguards against Waste of Public Funds	-	6	3	-	1	-	10
Substitutes for Civil Service	-	1	-	-	-	-	1
Total	5	36	23	26	3	6	99



to the prestige of the library profession, and safeguards against the waste of public money.

Table 7 represents the frequency of occurrence and the distribution of arguments advanced against certification. It was found that a total of 38 attitudes have been expressed in articles relating to the limitations of certification for librarians.

From examining Table 7, it is apparent that the greatest number of arguments, as expressed, fell in the period between 1914 and 1921. Twenty-one or approximately 58 percent of the total expressions were found during these years. This points out the fact that over one half of the total argued limitations, 23, appeared before 1922.

It is interesting to note that since 1937, there has been but one argument expressed against certification. This argument is that certification establishes too many complex certification schemes between different states. This fact gives evidence that by 1938, the merits of certification outnumbered, by far, the limitations. Coupled with this is the fact that after 1937, only eight arguments, as expressed in literature, were advanced in support of the idea of certification.

On examining Table 6, it may be seen that those arguments concerning the merits of certification and which have received relatively the same amount of attention have been these: Certification aids library authorities, local boards, and educators in selecting qualified employees, protects library workers, and adds prestige to

the profession. The point that library certification aids agencies charged with the responsibility of selecting library personnel was expressed 13 times. Twelve comments in regard to the aims of certification centered around the argument that certificates protect librarians in that a certificate is a declaration that persons possessing certificates have knowledge requisite for proper service. The observation that certification adds to the prestige of the library profession was found to appear 12 times. The contention that certification safeguards against waste of public money was stated 10 times.

Of the arguments expressed in support of establishing certification, only one related to the argument that certification substitutes for Civil Service.

It was found that during the development of certification a total of 16 general arguments have been advanced by proponents of certification. These less frequently mentioned advantages center around the following arguments: Certification is an educational system of the state; it encourages better professional standards; it substitutes for taking examinations; certification makes special and expensive professional training profitable, forestalls criticism by taxpayers and promotes an incentive for professional attainment. These two observations might suggest that by 1938, the purposes and aims of certification were pretty much formulated and that certification was well established.

According to the number of times it has been stated the most

commonly expressed limitation of certification is that it places small libraries, with limited funds, in a difficult position. It has been argued that small libraries are unable to pay salaries equitable to the most qualified librarian. Table 6 shows that this argument appeared eight out of a total of 28 times.

Another limitation which was found to be argued quite frequently is that certification concentrates too much authority in state departments. It has been argued that certification takes from local library boards the responsibility and authority of appointment of librarians. This argument has been quoted seven times. These data are presented in Table 7.

A third argument coupled with the limitations of certification is that it involves or promotes too many elaborate schemes between and among states. This point was expressed four times.

According to the articles analyzed, there have been a few of the arguments which have appeared in the literature less than four times. These include the following: Certification involves a great amount of time, money and labor; it does not insure employers of qualified personnel; it introduces rigidity in library service; it places too much attention on technical training and too little emphasis on the "natural born librarian"; it creates a group of librarians seeking their own selfish aims, and certification provides little security for librarians already in service. These arguments, appearing throughout the years 1906 to 1937, showed up 15 times or 39.47 percent of the total time arguments were expressed relating to

TABLE 7  
FREQUENCY AND DISTRIBUTION OF ARGUMENTS  
ADVANCED AGAINST CERTIFICATION

Arguments	Periods						
	1906 to 1913	1914 to 1921	1922 to 1929	1930 to 1937	1938 to 1945	1946 to 1952	Total
General Arguments	1	10	3	1	-	-	15
Impractical for Small Libraries	-	5	2	1	-	-	8
Concentrates too Much Authority in State Departments	-	3	1	3	-	-	7
Promotes too Many Schemes between States	-	2	-	1	-	1	4
Does Not Insure Employment of Qualified Personnel	-	1	1	1	-	-	3
Involves a Great Amount of Money	-	1	-	-	-	-	1
Total	1	22	7	7	-	1	38

the limitations of certification.

Opinions Regarding Proper Agency for  
Administering Certificates

Throughout the development of certification, states have seen fit to create boards to examine and register librarians according to their training and experience and to grant certificates comparable to these qualifications. It was pointed out in Chapter II of this study, that in their certification bills and plans, librarians have made provision for the establishment of competent certification boards.

As shown in Table 8, several types of agencies have been favored by librarians to take over the function of issuing certificates. It was found that these agencies include the following groups: State Boards or State Departments of Education, State Boards of Library Examiners, Civil Service Commissions, National Library Boards and local boards.

According to the attitudes that have appeared with regard to the administration of library certificates, national library boards have been mentioned most often. This group of agencies, according to the periodical literature, include the American Library Association Training Board, the League of Library Commissions and National boards representative of varied types of library workers.

Table 8 discloses the fact that in the minds of librarians, a certification board, administered on a national level, rates high. It was found that there were nine indications for, and one statement against this type of agency as the proper body for administering

certificates. This indicates that of the total expressions given in relation to this agency, 90 percent favored, while only 10 percent have disfavored this argument.

State boards of education and state boards of library examiners in relation to other agencies which have been suggested, have been highly favored. Based on the number of times opinions have been expressed in regard to the proper administrative agency, these two have been regarded with the same degree of favoritism. Expressions have turned up seven times each in support of state departments of education and state library examining boards. As revealed in the articles bearing on this subject, three arguments have appeared against these two types of organizations as proper administrative agencies.

A civil service commission as a probable agency for issuing certificates to librarians has been debated among librarians. These data may be seen in Table 8 also.

It is apparent that librarians have not accepted, with favor, the idea of giving to civil service commissions the authority to qualify librarians. It may be seen in Table 8 that four, out of a total of 10 attitudinal expressions relating to civil service, four favored civil service commissions, while six disapproved of this type of agency as the more practical agency for administering library certificates.

Out of 44 favorable expressions only two were advanced for local boards. The fact that only three disapproving statements were found, in relation to the number of opinions stated for and/or

against the other types of agencies, seems to indicate that local boards as proper administering bodies have not been debated among librarians to a large extent.

In addition to the agencies already stated, other types were found to have been mentioned as possible agencies for the administering of library certificates. Included in this group are the following agencies: Boards of library experts, special committees appointed by members of the state library associations, and regional accrediting agencies. Opinions regarding these types of agencies appeared a total of 11 times.

One last point may be observed in regard to opinions and attitudes which were found relating to the proper method of issuing certificates. According to the frequency of appearance of state attitudes and opinions relating to national boards, six, out of a total of nine favorable opinions, appeared before the period beginning in 1922. Since 1922, state departments of education have been suggested a total of eight times. The fact that national boards, since 1922, have been recommended fewer times than have state departments of education, may point to the following conclusion. While the recommendation for a board, administered on a national scale, has appeared in articles more times than any other agency mentioned, this opinion, since around 1922, has been abandoned in favor of state departments of education.

A few quoted remarks, made by librarians, educators, and others may serve to exemplify the feelings individuals have held on

TABLE 8

OPINIONS REGARDING PROPER AGENCY  
FOR ADMINISTERING CERTIFICATES

	1906-13		1914-21		1922-29		1930-37		1938-45		1946-52		Total		Grand Total
	pro	con	pro	con	pro	con	pro	con	pro	con	pro	con	pro	con	
State Department of Education	-	-	1	1	1	1	6	1	1	-	-	-	9	3	12
National Board	1	-	5	1	-	-	1	-	-	-	2	-	9	1	10
State Board of Library Examiners	2	-	3	2	-	-	4	-	-	-	-	-	9	3	12
Civil Service Commission	-	-	2	2	-	2	1	2	1	-	-	-	4	6	10
Local Boards*	-	-	1	2	-	-	1	1	-	-	-	-	2	3	5
Other**	-	-	4	-	-	-	5	-	-	-	2	-	11	-	11
Total	3	0	16	8	1	3	18	5	2	0	4	0	44	16	60

\*Public library commissions, county boards

\*\* Special boards, regional accrediting agency, library authorities, etc.



the question of the issuance of certificates.

"As to who should prescribe the tests for the experienced librarians, it would seem to me best that the League of Library Commissions should do this...."<sup>1</sup>

"We...believe that a system of state certification for libraries, administered by a board of library experts, will raise our library standards by helping to attain certain definite results."<sup>2</sup>

"Our main dependence is and must be upon the good judgment of the local library board...."<sup>3</sup>

"...The board National Certification Board could serve the purpose which similar boards in other professions, such as the American Medical Association, the National and State Bar Associations...are serving...."<sup>4</sup>

Merits and Limitations of Civil Service as it is  
Related to Certification of Librarians

Data which indicate the expressed attitudes and opinions on the merits and limitations of civil service as it is related to certification are presented in Table 9.

According to the attitudes and opinions expressed in articles pertaining to civil service and certification, 53 expressions were discovered. Of the 53 expressions, 29 were labeled as limitations of civil service. The argument that civil service fosters security for library workers seems to have been sanctioned most out of the total expressions which turned up in the paragraphs which were measured. This argument was sanctioned eight times by the advocates

---

<sup>1</sup>"State Certificate for Librarians," Public Libraries, XII (July, 1907), 280.

<sup>2</sup>Mrs. J. T. Jennings, "State Certification of Librarians," Public Libraries, XXIII (December, 1918), 466.

<sup>3</sup>"The Merit System in Libraries," New York Libraries, V (November, 1916), 161-63.

<sup>4</sup>"Reports of the Special Committee on Certification, Standardization and Library Training," Library Journal, XLV (November, 1920), 938-40.

of civil service, whereas, the argument was challenged three times.

A different picture is seen in regard to the argument that civil service, as related to certification of librarians, raises the standards of the library profession. A total of 10 arguments were advanced in regard to the point that civil service raises the standards of the library profession. Favorable arguments were expressed six times, whereas, unfavorable attitudes were expressed four times. It may be seen that according to the number of times arguments turned up in relation to this issue, the greatest number refuted it. Those who refuted this argument expressed the point that instead of raising the standards of the profession, state and local civil service foster mediocrity. Another argument which was expressed is that it is difficult to remove inefficient and unqualified librarians through a civil service system.

In literature examined, two additional debates centered around, first, the assistance given to certification boards by civil service commissions and, secondly, the appointment of librarians to positions for political reasons. A total of eight arguments were advanced in regard to the point that civil service commissions aid other accrediting agencies in prescribing prerequisites for librarians. Of these eight, four expressed the fact that this was true and four refuted it. Three arguments substantiated the fact that civil service prevents appointment for political reasons, whereas, the same number, three, expressed the idea that civil service was impartial in appointing library employees to positions.

The last two statements seem to show that the most debated arguments have centered around the themes of whether or not civil service aids in unfair appointment of librarians to positions, and whether or not civil service boards give aid to other boards through determining the qualifications of appointees.

A number of lesser contested arguments have been debated among librarians. Table 9 shows that general arguments have been advanced a total of 18 times. Thirteen are shown to be in opposition to civil service, while five are shown to approve of civil service. The following are representative of the unfavorable arguments: Civil service is a handicap to librarians because of the restriction clause which compels the person to reside in the city or state in which he is employed; it restricts the selection of qualified librarians to a small group; it causes the library profession to become mechanized; civil service commissions are unskilled, civil service fails to bring out the personality of the candidate tested and requires a great deal of record keeping. The following arguments were offered in favor of certifying librarians through civil service commissions and/or boards: Civil service tests are accurate and serve as a machinery for qualifying librarians; civil service offsets the general impression that public positions can be filled by anyone and it makes library service attractive, thereby, inducing applicants to seek appointment.

As may be seen from these data, arguments both pro and con vary in character and frequency of appearance. It was found that,

TABLE 9

MERITS AND LIMITATIONS OF CIVIL SERVICE AS RELATED TO CERTIFICATION  
OF LIBRARIANS

	1906-13		1914-21		1922-29		1930-37		1938-45		1946-52		Total	
	a Pro	b Con	Pro	Con	Pro	Con	Pro	Con	Pro	Con	Pro	Con	Pro	Con
General Arguments	1	1	-	3	-	-	4	9	-	-	-	-	5	13
Fosters Security for Library Workers	1	-	1	-	-	-	5	3	1	-	-	-	8	3
Raises Standards of Library Profession	1	-	1	1	-	-	1	5	1	-	-	-	4	6
Aids Certification Boards	2	-	-	-	-	1	2	2	-	1	-	-	4	4
Prevents Appointment for Political Reasons	1	-	-	-	-	-	2	3	-	-	-	-	3	3
Total	6	1	2	4	-	1	14	22	2	1	-	-	24	29

<sup>a</sup> Arguments Approved of by Advocates of Civil Service.<sup>b</sup> Arguments Disagreed with by Opponents of Civil Service.

according to the frequency with which certain arguments appeared, the predominant attitudes in regard to the limitation of civil service were that it does not insure security, that it restricts the choice of qualified librarians to a small group, that civil service commissions are unskilled and that the examination, administered for the purpose of certifying librarians, is impractical.

It appears that, according to the number of times arguments have been stated in the literature, the majority of librarians are opposed to a civil service system of qualifying librarians.

Minimum Requirements as Representative of 22 Plans  
Proposed by Various Organizations

Table 10 presents a total of 22 certification plans, excluding duplications, which appeared in the literature consulted for this study. However, these 22 plans are not representative of the total plans which, at one time or another, have been proposed by various organizations. It is highly probable that many of the plans which have been offered have not been printed and so were not published in the periodical literature analyzed for this study.

In Chapter II, it was pointed out that state library associations, state departments of education and local certifying organizations, in an attempt to bring about certification, have devised certification plans which prescribe minimum requirements for librarians. As early as 1906, the Minnesota Public Library Commission issued state certificates on the basis of state examinations. On other occasions certificates have been granted to librarians on the basis of the positions then held, on the amount and degree of his

education (technical and general) and on the length of the applicants' experience.

As shown in Table 10, three of the issuing agencies of library certificates have, at different intervals, revised or amended their initial certification plans. It was found that the New York Library Association revised its initial plan three times; the Wisconsin Library Association amended its plan twice; and the Iowa Library Association revised its plan once.

The marked change made between the New York Library Association plan as proposed in 1918 and the one proposed in 1929 is in the number of different types of certificates. In the plan of 1929, the Higher Certificate beyond requirements was added to the original plan. It may also be seen that the two-year certificate, originally included in the plan of 1918, had, by 1929, been omitted.

Table 10 also points out another important addition which was made to the original certification plan of the New York Library Association. By including the Library Workers' one-year certificate, provisions were made for librarians to enter the profession in spite of a lack of extended educational or professional training. As is indicated in Table 10, the Library Workers' one-year certificate required a high-school education and training in a six-week library course. According to this study, the New York Library Association plan which was revised in 1950 made provision for but two different types of certificates, namely, the Professional Certificate and the Provisional Certificate.

In regard to the Wisconsin Certification Plans, one marked change may be noticed between the plan submitted in 1918 and the one

proposed in 1920. In addition to the change in requirements, the plan of 1921 includes four different certificates, whereas, the plan of 1918 specified only three types of certificates. Both plans included provisions for persons who presented the requisite academic and library training qualifications, but who lacked the experience required by the issuance of a license for one year.

The two Iowa Library Association plans provide a change from a static to an elastic plan. In the Iowa Library Association plan of 1916, four grades of certificates were provided in which specific academic and professional educational requirements and experience were prescribed, but in the plan adopted by the Iowa Library Association in 1939, certificates were issued to librarians on the basis of the credit system. That this plan is an elastic one might be seen in the fact that the requirements ranged from one-year college education to one-year post graduate work and experience. The grades, as specified in the plan were as follows:

Grade A; Life Certificate, twelve or more credits  
 Grade B; Five-Year Certificate, eight credits  
 Grade C; Three-Year Certificate, five credits  
 Grade D; One-Year, required two and one-half credits.

The credits were based on the following requirements:

4 years college course, 4 credits  
 3 years college course, 3 credits  
 2 years college course, 2 credits  
 1 year college course, 1 credit  
 1 year library school course, 4 credits  
 1 year post graduate work, 1 credit  
 1 year post graduate library work, 2 credits  
 Library apprentice or training course, 1 credit  
 For each year of administrative library experience, 1 credit.

These data seem to indicate a recognition, on the part of librarians, of the changing trends in education and library training. The plans thus far analyzed, point to the fact that three organizations, the New York Library Association, the Wisconsin Library Association and the Iowa Library Association, saw fit to amend and/or revise their original plans in order to provide for the differences in education given in different training agencies, and for requirements made by different libraries. The Iowa and the Minnesota Library Association Plans, included in Table 10, substantiate the fact that a wide latitude in requirements was provided.

The 22 certification plans included in Table 10 reveal the fact that requirements among different states differ widely. Some plans are simple; others are comprehensive, providing for several grades in each certificate and for varying lengths of time.

The plan drawn up in 1921 by the Certification Board of the American Library Association provides an example of a comprehensive plan. In the first place this plan provided for seven different types of certificates for which librarians might apply. These certificates are designated as follows: Class I; Class II, Grade A; Class II, Grade B; Class III, Grade A; Class III, Grade B. In comparison with this the Certification plan adopted by the Medical Library Association in 1949 provided for one specific certificate, the Charter Certificate.

Other plans which appeared and which were found to be quite involved, in terms of numbers of different types of certificates, are: The plan of the Regents of the University of the State of New York (1923) and the unrevised plan of the New York Library Association (1930).



TABLE 10

## MINIMUM REQUIREMENTS AS REPRESENTED IN PROPOSED CERTIFICATION PLANS

Year	Agency and Type of Certificate	Education (Academic)		Education (Professional)		Years of Experience			Other**
		High School and/or Some College	Bachelor's Degree	Bachelor, with Lib. Sci. Minor or Grad. of Lib. School	Post Graduate Study	Summer Library Course, etcetera*	Less than 1 to 2	3 to 5	
1916	<sup>a</sup> Iowa Library Association Grade A ..... Grade B ..... Grade C ..... Grade D .....	X X X	X		X	X	X X	X X X	
1918	New York State Education Department Permanent Certificate ..... Five-Year Certificate ..... Three-Year Certificate ..... One-Year Certificate .....		X	X X		X X	X X	X	
1918	<sup>a</sup> Wisconsin Library Association Graduate Librarian Certificate Certificate Librarian Certificate Diploma Librarian Certificate	X X X	X	X			X		X

\*Short Library Courses, Library Training Courses, Apprenticeships, et. cetera.

\*\*Personal Traits, Passing of Examinations, Recommendations.

<sup>a</sup>Alternate Plan.

TABLE 10 Continued.

Year	Agency and Type of Certificate	Education (Academic)		Education (Professional)			Years of Experience			Other
		High School and/or Some College	Bachelor's Degree	Bachelor, with Lib. Sci. Minor or Grad. of Lib. School	Post Graduate Study	Summer Library Course, etcetera	Less than 1 to 2	3 to 5	6 to 10	
1919	<sup>a</sup> New York Library Association Librarian's Life State Certificate Five-Year Certificate ..... Three-Year Certificate ..... Two-Year Certificate .....	X X X	X	X		X X	X X X			X X X
1920	North Carolina Library Association Life Certificate ..... Five-Year Certificate ..... Three-Year Certificate ..... Two-Year Certificate .....	X X X	X	X X X		X	X X X X			X X X X
1920	<sup>b</sup> Wisconsin Library Association First Grade Certificate ..... Second Grade Certificate ..... Third Grade Certificate ..... Fourth Grade Certificate .....	X X X X				X	X X			X

<sup>b</sup> Revised.

TABLE 10 Continued.

Year	Agency and Type of Certificate	Education (Academic)		Education (Professional)			Years of Experience			Other
		High School and/or Some College	Bachelor's Degree	Bachelor, with Lib. Sci. Minor or Grad. of Lib. School	Post Graduate Study	Summer Library Course, etcetera	Less than 1 to 2	3 to 5	6 to 10	
1921	<sup>c</sup> American Library Association Class I ..... Class II, Grade A ..... Class II, Grade B ..... Class III, Grade A ..... Class III, Grade B ..... Class IV, Grade A ..... Class IV, Grade B .....	X     X	X X  X		X X X X	X     X	X     X	X      	X  X     	X    X X X
1922	<sup>a</sup> Missouri Library Association Grade I ..... Grade II ..... Grade III ..... Grade IV .....	X X X X				X    	X  X X	X X   		

<sup>c</sup>Plan specified positions for each Certificate.

TABLE 10 Continued.

Year	Agency and Type of Certificate	Education (Academic)		Education (Professional)			Years of Experience			Other
		High School and/or Some College	Bachelor's Degree	Bachelor, with Lib. Sci. Minor or Grad. of Lib. School	Post Graduate Study	Summer Library Course, etcetera	Less than 1 to 2	3 to 5	6 to 10	
1923	<sup>a</sup> Regents of the University of the State of New York Librarian's Professional ..... Librarian's Professional, Grade B Librarian's Professional, Grade C Library Worker's Cert., Grade A Library Worker's Cert., Grade B	  X X X X	  X   	     	  X X X  	    X X	    X X	      	      	    X X X X
1929	<sup>a</sup> New York Library Association Librarian's Professional Three-Year Librarian's Professional Five-Year Librarian's Permanent Professional Higher Certificate Beyond Requirements	    X	  X X X	    X	   X X	  X  X	     	     	     	     
1930	<sup>a</sup> New York Library Association Library Worker's One-Year Certificate Three-Year Professional Certificate	 X X	  X	   	   	  X X	    	    	    	    

TABLE 10 Continued.

Year	Agency and Type of Certificate	Education (Academic)		Education (Professional)			Years of Experience			Other
		High School and/or Some College	Bachelor's Degree	Bachelor, with Lib. Sci. Minor or Grad. of Lib. School	Post Graduate Study	Summer Library Course, etcetera	Less than 1 to 2	3 to 5	6 to 10	
1930	<sup>a</sup> New York Library Association Five-Year Professional Certificate Professional Life Certificate Graduate Library School Life Certificate	X		X X						X
1930	New York Commissioner of Education School Librarian's Permanent <sup>d</sup> School Librarian's Limited			X X						
1936	<sup>a</sup> Iowa Library Association <sup>e</sup> Grade A ..... Grade B ..... Grade C ..... Grade D .....	X X X X	X X X X	X X X X	X X X X	X X X X	X X X X	X X X X	X X X X	X X X X
1938	<sup>a</sup> Minnesota Library Association <sup>e</sup> Grade A ..... Grade B .....	X X	X X	X X	X X	X X	X X	X X	X X	X X

<sup>d</sup>Approved College for Teachers<sup>e</sup>Merit System of Accrediting

TABLE 10 Continued.

Year	Agency and Type of Certification	Education (Academic)		Education (Professional)			Years of Experience			Other
		High School and/or Some College	Bachelor's Degree	Bachelor, with Lib. Sci. Minor or Grad. of Lib. School	Post Graduate Study	Summer Library Course, etcetera	Less than 1 to 2	3 to 5	6 to 10	
1938	<sup>a</sup> Minnesota Library Association									
	Grade C .....	X	X	X	X	X	X	X	X	X
	Grade D .....	X	X	X	X	X	X	X	X	X
1938	Louisiana Library Commission									
	Candidates for Executive Positions Temporary Certificate .....	X	X		X			X		X X
1941	Michigan State Department of Education									
	Full-time Librarian .....		X							
	Part-time Librarian .....			X						
1948	<sup>a</sup> Massachusetts Library Association									
	Grade A .....			X			X			
	Grade B .....			X			X			
	Grade C .....			X						
	Grade D .....			X						
1949	<sup>a</sup> New Jersey Library Association									
	Permanent .....			X				X		X
	Limited .....	X	X	X			X			X

TABLE 10 Continued

Year	Agency and Type of Certificate	Education (Academic)		Education (Professional)			Years of Experience			Other
		High School and/or Some College	Bachelor's Degree	Bachelor, with Lib. Sci. Minor or Grad. of Lib. School	Post Graduate Study	Summer Library Course, etcetera	Less than 1 to 2	3 to 5	6 to 10	
1949	<sup>f</sup> Medical Library Association Charter Certificate .....							X		
1950	<sup>g</sup> Wisconsin Library Association First Grade Certificate .....			X				X		
	Second Grade Certificate .....		X			X	X			
	Third Grade Certificate .....	X				X	X			
	Fourth Grade Certificate .....	X								X
1950	Missouri State Department of Education Permanent .....			X						
	Others .....		X							X
1950	<sup>h</sup> New York Library Association Professional Certificate .....		X		X		X			X
	Provisional Certificate .....		X		X					X
Total		15	17	14	8	13	15	11	4	14

<sup>f</sup>Approved Courses in Medical Library  
Service

<sup>g</sup>Amended

<sup>h</sup>Revised

Additional examples of simple plans which make provision for but few requirements for certification, include the following: The plans of the New York Commissioner of Education (1930), the Michigan State Department of Education (1950), the Louisiana Library Association (1938), the New Jersey Library Association (1949), the revised plan of the New York Library Association (1950) and the Medical Library Association (1949). It is interesting to note that, of the above mentioned plans, the first three pertain to school librarians, the next three pertain to public librarians and the last plan, the Medical Library Association Plan, refers to medical librarians; also, that in the 22 plans, provisions have been made for several types and kinds of librarians.

Considered collectively, the certification plans, as presented in the literature analyzed, placed special emphasis on academic training, professional education, experience and other qualifications. These data which are presented in Table 10, show the minimum requirements as proposed in 22 certification plans.

It was found that in the 22 plans, the requirements of a college education, a four-year college course, graduation from a normal school, or other such requisites equivalent to a Bachelor's degree, appeared the greatest number of times. This requirement was mentioned 17 times.

The next requirement, according to the frequency of mention, was the requirement of a high-school and/or some college education, which showed up in 15 plans.



In regard to the length of service, the requirements of from less than one to two years of library experience was mentioned in 15 of the 22 plans.

The requirement of a Bachelor's degree, in addition to, or including some work in library science was mentioned in 14 plans.

It was found that, according to the 22 plans analyzed, a considerable amount of attention was given to short library training courses, apprentice classes, and summer school courses, as requisites for certification. Table 10 shows that this requirement appeared in 13 of the 22 plans. Experience, falling between a range of from three to five years, appeared in 12 certification plans.

Of the qualifications mentioned in the plans, the requirements for post graduate study and for library service of greater length than five years appeared the least number of times. Requirements for study beyond the college level were stipulated in eight certification plans. In four plans library service of greater length than five years is essential to the certification of librarians.

Criteria, other than training and experience, were stipulated in the 22 plans analyzed. Chief among these is the requirement of the applicant to pass an examination administered by the issuing agency. The other requirements in this group specified the obtaining of a reading knowledge of a foreign language and recommendations from the faculty pertaining to the applicants' qualifications. Table 10 shows that one or all of these specifications were found in 14 plans.

The passing of an examination was stipulated as essential to certification in six plans. The fact that this requirement appeared

only six times out of the 22 plans seems to indicate that the examination, as a test of an applicants' acquired knowledge and experience, is emphasized to a lesser degree than are other types of qualifications.

Considered individually the plans denote special and different requirements for each certificate. The plans adopted for the Regents of the University of the State of New York in 1923 provide a good example of this. As is shown in Table 10, this plan denoted five different types of certificates. These are The Librarian's Professional Certificate; Librarian's Professional, Grade B; Librarian's Professional, Grade C; Library Workers' Certificate, Grade A and Library Workers' Certificate, Grade B.

In analyzing this plan more specifically, the following information was revealed. To have a first certificate as a professional (Library Workers' Certificate, Grade B), the applicant must have at least a high-school education, in addition to at least one course in an approved library school, and two years of experience. A rating of 75 percent on a Regents examination was mentioned as an alternative to the short library course. It may also be noted that, in this plan, an advanced grade or certificate is obtained through extended experience and training. The requirements for a Library Workers' Certificate, Grade A, differ slightly from these mentioned in the Library Workers' Certificate, Grade B. In the Library Workers' Certificate, Grade B, only six months of experience is essential to become certified. In the other three certificates, stipulated in the plan of the Regents of the State of New York, similar difference among the grades may be noted.

Table 10 shows also that in the plan of the Medical Library Association (1949), devised expressly for medical librarians, mention is made of only one requirement. The applicant for the Charter Certificate must have five years of professional experience in a medical or allied scientific library.

In comparison with the certification plan of the Medical Library Association, the amended certification plan of the Wisconsin Library Association (1950) provides for four grades of certificates, evidencing different degrees and amounts of library training and experience. It was found that the requirements which were mentioned in the First Grade Certificate of the Wisconsin plan are a college education including one year of training in a library school and four years successful experience in a library; the second grade certificate requires a college education, a six-week course in an accredited library school, and not less than two years of library experience. The Third Grade certificate demands a high-school education, six weeks of library training and one year of library experience. Lastly, this plan requires of the holders of the Fourth Grade Certificate a high-school education and some evidence supplied to the Wisconsin Library Commission that the applicant is able to do successful library work.

From the data mentioned so far in regard to minimum qualifications of librarians in the 22 plans which were analyzed, several points seem worthy of mention. Certification involves the determination of minimum qualifications and is based largely on the applicants' possessing varying degrees of training and experience.

According to these 22 plans, which were analyzed and which are shown in Table 10, certificates are issued upon the basis of (1) evidence of educational preparation, both technical and general, (2) the amount and degree of acquired experience, and (3) the ability to pass prescribed examinations.

Legislative Development of Certification  
Relating to Librarians

Legislation pertaining to the certification of librarians has been in progress since 1906.

Several interesting facts, relative to the development of certification legislation are presented in Table 11, which shows the frequency and distribution of compulsory and voluntary certification from 1906 to 1952.

It may be seen first of all, that the development of legislation relative to the development of certification has been spasmodic. It was found that there were years in which little or no progress was made in regard to obtaining voluntary and/or mandatory certification for librarians. On the other hand, it was found that there were periods in which a great amount of legislation was adopted by various state legislations and library associations.

As shown in Table 11, there were 117 attempts to establish certification by statute or through regulations of professional organizations. Of this number of attempts to legalize certification, 55 have resulted in certification laws, codes or stipulations.

In analyzing the literature more minutely it was found that, according to the number of attempts made, the years 1936 through 1939

mark the period during which the most effort was expended by different states to obtain certification.

During the period 1936-1939, a total of 74 acts pertaining to certification were in progress, i. e., the greatest concentration of attempts occurred during the years 1936, 1937, 1938 and 1939, when 74 or approximately 62.71 percent of the total number of attempts at legislation were made. In 1936, recommendations for certification, through library associations or by statute, were reported by 28 states and the province of Ontario. This represented the peak year for such activity.

In 1937 twenty-one states ventured to obtain certification regulations through their state library associations and other agencies. In 1938, eleven attempts were made by librarians to secure passage of certification laws and 14 states endeavored to secure certification for librarians in the year 1939.

It is interesting to note that during the period from 1936 to 1939, out of 74 proposals for legislation only 11 resulted in certification stipulations, indicating that, although states showed considerable interest in acquiring certification laws during these years, few laws were passed.

Up to 1917, California was the only state having compulsory certification. As is shown in Table 11, in 1917 three additional states established legislation relating to the certification of librarians; Texas adopted certification for county library employees, whereas Kansas and Massachusetts obtained certification legislation for state and in-

TABLE 11

FREQUENCY AND DISTRIBUTION OF CERTIFICATION LEGISLATION,  
COMPULSORY AND VOLUNTARY

Year	Legislation in Progress	Number	Legislation Passed	Number
1906	Minnesota	1	-	
1907	-		-	
1908	Ohio	1	-	
1909	California	1	-	
1910	-		-	
1911	-		California (County)	1
1912	-		-	
1913	-		-	

TABLE 11 Continued.

Year	Legislation in Progress	Number	Legislation Passed	Number
1914	-		-	
1915	-		-	
1916	Indiana, Montana, Massachusetts, Illinois, New York, Iowa	6	-	
1917	California, Massachusetts, Texas, Ohio, Indiana, Wisconsin, New York	7	Texas (county) Kansas <sup>a</sup> , Massachusetts <sup>a</sup>	3
1918	Illinois, Indiana, Ohio, Iowa, New York, Wisconsin, Minnesota	7	-	
1919	California, New York	2	-	
1920	New York	1	Minnesota (voluntary)	1
1921	Minnesota, Rhode Island, South Dakota, Illinois, Iowa	5	Iowa (voluntary), New York (municipal), Ohio (county), Tennessee (county), Wisconsin (municipal and county)	6

<sup>a</sup>For State and Institutional Library Employees

TABLE 11 Continued.

Year	Legislation in Progress	Number	Legislation Passed	Number
1922	Missouri, Minnesota, California	3	-	
1923	-		Montana County	1
1924	-		-	
1925	-		Oklahoma (municipal and school) Minnesota (school) New York (school)	3
1926	-		Louisiana (parish) <sup>b</sup>	1
1927	-		Indiana (voluntary) Arkansas (county)	2
1928	-		-	
1929	-		Arizona (county)	1

<sup>b</sup>  
Except New Orleans



TABLE 11 Continued.

Year	Legislation in Progress	Number	Legislation Passed	Number
1930	-		-	
1931	Colorado, Minnesota, Missouri, South Dakota, Utah	5	Illinois (voluntary), Michigan (voluntary), Alabama, California, Connecticut, D.C., Indiana, Oklahoma, Pennsylvania, Wisconsin, Louisiana	11
1932	-		New York (county)	1
1933	-		North Carolina (municipal and county)	1
1934	-		Missouri (voluntary) Nebraska (voluntary)	2
1935	-		South Carolina (municipal) Washington (municipal and county) Nebraska (county)	3
1936	Ind., Mont., Oregon, Dela., Utah, Va., Wash., Ill., Minn., Nebraska, Ark., Calif., Col., Ga., Idaho, Iowa, Kentucky, Mich., Miss., Mo., N. C., N. D., Ohio, Pa., R. I., S. D., W. Va., Ontario	28	Virginia (municipal and county)	1
1937	Calif., Colo., Ill., Minn., Miss., Mo., Ind., Mont., Ohio, Oregon, Dela., Iowa, Ky., Tenn., Mass., Mich., S. D., Mass., Nebr., Pa., N. H.	21	Michigan (county and municipal) Tennessee, Georgia (public), N. H. (voluntary), Pa. (voluntary), South Dakota (voluntary)	6

TABLE 11 Continued.

Year	Legislation in Progress	Number	Legislation Passed	Number
1938	Colorado, Indiana, Kentucky, Mississippi, Nebraska, Wyoming, California, Illinois, Iowa, Missouri, Oregon	11	New Jersey (voluntary) Kentucky (municipal and county)	2
1939	Colorado, Indiana, Missouri, Montana, Texas, Wisconsin, California, Iowa, Minnesota, Nebraska, Ohio, Oklahoma, Oregon, Mississippi	14	Michigan (school) Connecticut (voluntary)	2
1940	-		Massachusetts (voluntary)	1
1941	-		Indiana (municipal and county)	1
1942	-		-	
1943	-		-	
1944	-		-	
1945	-		Maryland (municipal and county)	1

<sup>c</sup> Regional, but not State, Certification; Law of 1939 allows voluntary certification.

TABLE 11 Continued.

Year	Legislation in Progress	Number	Legislation Passed	Number
1946	Virginia <sup>d</sup>	1	-	
1947	Massachusetts	1	New Mexico (county and municipal) New Jersey (municipal)	2
1948	Massachusetts	1	-	
1949	-		Massachusetts (municipal)	1
1950	New York <sup>e</sup>	1	Missouri (school)	1
1951	-		-	
1952	-		-	
Total		117		55

<sup>d</sup>Code was amended<sup>e</sup>Code was revised

stitutional library employees.

There were periods of great concentration of legislation pertaining to certification of librarians and intervals, too, in which legislation appeared less frequently.

A comparison between the number of times states reported having legislation in progress and the number of times legislation was actually adopted between the period 1922 to 1929 reveals that only three states had legislation in progress during this period. These states were Missouri, Minnesota and California.

In the development of legislation pertaining to the certification of librarians there were four distinct intervals during which no legislation was in progress. These were, in order of appearance, the years between 1910 and 1915, 1923 and 1930, 1932 and 1935 and the interval from 1940 to 1945. From these data it may be seen that seven years represents the greatest length of time during which no progress was made toward obtaining certification legislation.

A similar pattern appears in regard to the legislation which was successfully passed. Up to 1906, no laws were passed in regard to certification, but in 1911, the state of California adopted certification for county librarians. After 1911, the two most noticeable intervals during which no legislation was passed were from 1912 to 1916 and from 1942 to 1944. Thus legislation pertaining to the certification of librarians has shown little continuity in its pattern of growth, with the possible exception of the ten years between 1931 and 1941.

As is depicted in Table 11, since 1930 states have attempted to acquire certification a total of 80 times. In this same period of time 36 certification acts or laws were passed. Contrasted with the above is the fact that before 1930, legislation was attempted a total of 34 times, out of which 19 resulted in certification laws. It is obvious that most success in obtaining certification for librarians has come since 1930.

Initially a few states administered certificates under a voluntary plan and, at later intervals, adopted legal certification. So far as this study was able to discover this practice occurred in five states. In 1927, the State of Indiana established a voluntary plan of certifying librarians, a practice which lasted until 1941 when certification was established legally. From 1931 to 1937, Michigan operated under a Voluntary Plan. In 1934, voluntary certification was instituted in Nebraska and one year later, 1935, certification was legally adopted relating to librarians employed in municipal libraries.

Two other states began certifying librarians voluntarily and then later changed over to mandatory certification; from 1938 to 1947, New Jersey issued certificates voluntarily and from 1940 to 1949, Massachusetts operated under a voluntary plan.

The general trend in legislation relative to the certification of school librarians has been similar to that for teachers, namely, to give state boards of education or other state certifying authorities power to establish regulation for the certifying of school librarians

rather than fix them by statute. In this connection data are limited pertaining to the years in which certification regulations were initially adopted for school librarians. A summary is given later in another table in terms of three periods of development.

Up to the year 1952, legal certification for public (county and municipal) librarians was in existence in the following states: California, Texas, Ohio, Tennessee, Wisconsin, Oklahoma, Louisiana, Arkansas, Arizona, North Carolina, South Carolina, Washington, Nebraska, Virginia, Montana, Michigan, Georgia, Kentucky, Indiana, Maryland, New Jersey and Massachusetts.

Of this number, seven certify county librarians specifically. These include California, Texas, Ohio, Montana, Arkansas, Arizona and Nebraska. Two states, Texas and Massachusetts, require certification of state and institutional library employees. This is shown in Table 12.

Up to 1931, fifteen states had certification codes for school librarians. Between 1932 and 1939, legislation was established in 16 states. Since 1940 only one state has acquired certification regulations for school librarians. The period in which most states adopted school certification codes or laws was from 1932 to 1939.

According to an examination of the periodical literature relating to the certification of librarians, certification codes have been established in the following states: Alabama, California, Connecticut, Delaware, District of Columbia, Florida, Georgia, Indiana, Iowa, Kentucky, Louisiana, Maine, Michigan, Minnesota, Mississippi, Missouri, New Hampshire, New Jersey, New York, North Carolina, North Dakota, Ohio,

Oklahoma, Oregon, Pennsylvania, South Carolina, South Dakota, Utah,  
Virginia, Washington, West Virginia and Wisconsin.

TABLE 12

DEVELOPMENT OF LEGISLATION PERTAINING TO  
CERTIFICATION FOR SCHOOL LIBRARIANS

Period	States	Number
To 1931	Alabama, California, Connecticut, D. C., Indiana, Louisiana, New Hampshire, New Jersey, New York, North Carolina, Ohio, Oklahoma, Pennsylvania, Washington, Wisconsin	15
1932-39	Delaware, Florida, Georgia, Iowa, Kentucky, Maine, Michigan, Minnesota, Mississippi, North Dakota, Oregon, South Carolina, South Dakota, Utah, Virginia and West Virginia	16
1940-52	Missouri	1
Total		32



## CHAPTER IV

### SUMMARY AND CONCLUSIONS

The purpose of this study was to make a detailed analysis of periodical literature on certification from 1906 to 1952 in order to trace, chronologically, the ideas, problems and attitudes relating to the certification of librarians.

In this study the content analysis method was used. The International Index, Education Index, Library Literature, Readers' Guide to Periodical Literature, and Cannons' Bibliography were consulted for reference to the certification of librarians.

One of the limitations of this study is that only the periodical literature relating to the subject of certification of librarians was analyzed.

For almost fifty years there has been an interest among librarians and educators in certification for librarians.

As pointed out in Chapter II, it was found that the basic problems relative to the growth and development of certification centered around these factors: (1) the approach to a suitable type of certification, (2) the need to certify, (3) the proper agency to administer the program, (4) the proper method of administering

certificates to librarians, (5) the merits and limitations of certification and (6) the minimum requirements for certifying librarians.

Among the organizations which have looked with increasing favor upon the practice of certifying librarians are the national library organizations, the state library associations, the state educational associations and local library organizations. Out of a total of 76 opinions expressed by this group only one (the Library Workers' Organization in 1921) opposed certification.

This analysis revealed that, throughout the development of certification, state library associations showed most interest in and regard for certification. It was found that this group approved of certification a total of 36 times. As stated in literature, this number represented 48 percent of the total number of approvals. Fourteen, or nearly one-half of these favorable attitudes were indicated in the literature appearing during the period 1914 to 1921.

The national library organizations in this group were the American Library Association, the National Association of State Libraries, the Catholic Library Association, and the Medical Library Association. It was found that 24 opinions were expressed by national library associations, 18 of which related to opinions held by the American Library Association which indicated that the American Library Association, or more specifically the Board of Education for Librarianship of the American Library Association, was more concerned about certification than any of the other national organizations.

The California State Board of Education, the Regents of the University of the State of New York, the Minnesota State Board of

Education, the Louisiana Board of Library Examiners and the Missouri State Department of Education have, on 12 different occasions, favorably accepted the practice of certifying librarians.

The analysis revealed that out of a total of 54 expressions by individuals in regard to certification for librarians, 45 were favorable, and nine were unfavorable to this idea. The following groups of individuals showed an interest in certification: librarians, educators, and unidentified editorial writers whose identity was not revealed in the literature. Librarians indicated their approval of certification a total of 29 times, and disapproved of it three times. Educators expressed approval of certification eight times and disapprovals two times. Senators and members of boards of trustees expressed eight approvals and four disapprovals of certification.

Judging by the number of times favorable attitudes and opinions were expressed by individuals in the periodical literature during the period studied, librarians accepted the idea of establishing standards of library service more times than did any other group. This is not surprising since librarians were the individuals who would benefit most from certification.

Expressions relative to the most suitable method of certifying librarians revolved around the debate on whether it should be made compulsory or whether it should be left to the free will of the persons involved.

In this study it was found that of the 48 attitudes expressed

in articles relating to the most suitable method of certifying librarians, 27 favored compulsory legislation, while 15 sanctioned voluntary certification.

The argument that certification would elevate the profession and contribute toward placing librarianship on a level with other similar professions appeared 21 times in the literature. This represented 21.21 percent of the 99 arguments advanced in regard to the merits of certification.

The argument that certification protects the library profession against the employment of unqualified persons appeared a total of 14 times. It was argued that certification could aid those agencies charged with the responsibility of selecting qualified personnel. This argument, which was advanced 13 times, ranked third in frequency of occurrence among favorable attitudes.

Twelve comments in regard to the aims of certification centered around the fact that a certificate is a declaration to the public that librarians are qualified for proper library service. The observation that certification adds to the prestige of the library profession was found to appear 12 times.

It is interesting to note that only one argument was found which supported the idea that certification substitutes for civil service. Among the other less frequently found merits are these: certification is an educational system of the state; it encourages better professional standards, substitutes for the passing of examinations; it makes special and expensive professional training profitable,

forestalls criticism and promotes an incentive for professional attainment.

Still other information indicates the arguments advanced against certification. For example, it was found that a total of 39 indications appeared in regard to the limitations of certification. The greatest number of arguments fell in the period between 1914 and 1921. During these years 22 expressions were stated relative to the limitations of certification.

Judging by the number of times it appeared throughout the periodical literature examined, the limitation most commonly expressed is that certification is impractical for small libraries where limited funds prohibit the maintenance of proper standards or where low salaries decrease the possibility of hiring duly qualified persons. As shown in Table 6, this expression appeared eight out of a total of 38 frequencies.

Arguments which turned up less frequently are these: certification involves a great amount of money, time and labor; it does not insure employers of qualified personnel, promotes rigidity of standards and qualifications by placing too much emphasis on technical training and too little emphasis on natural born workers; certification makes no provisions for in-service librarians and it creates a selfish group within the library profession.

In their thinking and planning, librarians have favored many types of agencies for the issuance of library certificates. The several types, which were found to appear throughout the periodical literature examined for this study, are as follows: state boards or

state departments of education, state boards of library examiners, national library boards and local boards.

It seems significant that, out of a total of 60 quoted expressions pertaining to the most suitable agency for issuing certificates, a national library board has been mentioned most. That nine indications appeared for this type of agency, while one expression was advanced against it indicates that librarians have favored highly a national board as an administering agency. Among the national boards mentioned were the Certification Board of the American Library Association, the League of Library Commissioners and national boards representative of varied types of library workers.

In regard to the agency best suited to issue certificates, state boards of education and state boards of library examiners ranked second in frequency of occurrence among favorable attitudes. Nine favorable attitudes were found for each of these boards.

A civil service commission as an administering agency for certificates has not been accepted, by librarians, to a great extent. In the analysis of periodical literature it was found that four favorable expressions, out of a total of 10, turned up for this item.

In this study 53 state expressions were discovered in articles pertaining to civil service and its relation to the certification of librarians. Of the 53 expressions, 29 were unfavorable to certification, while 24 were favorable.

It was argued more frequently that civil service fosters security for librarians and it was argued least often that civil

service prevents the appointment of librarians to positions through political means. Eight out of 24 favorable attitudes appeared for the former argument, and three opinions showed up for the latter.

The contention that civil service raises the standards of the library profession was refuted six times and was accepted four times. It may be seen that this point was not as highly accepted as was the fact that civil service promotes security for librarians.

According to this analysis there is no national uniformity in minimum requirements for librarians. Each certification plan differed from the other. Certificates within the same plan denote a different requirement.

It was found that the plans pertain to different types of library workers. Table 10 discloses the fact that in the articles relating to certification, one plan appeared which certified medical librarians specifically. Four plans relate specifically to school librarians. These are the plans of the New York State Education Department (1918), the New York Commissioner of Education, the Michigan State Department of Education and the Missouri State Department of Education. The remaining 17 plans refer to public librarians.

The issuing agencies of library certificates have, at several intervals in the development of certification, revised or amended their initial certification plans. The fact that at least three plans were revised and/or amended indicates a recognition, on the part of library agencies, of the changing trends in library education and training.

The 22 certification plans, analyzed in this study, reveal the fact that requirements differ widely. Some provide for various grades and types of certificates; some are more comprehensive than others.

It was found that the requirement of a college education appeared the greatest number of times (17). In order of frequency with which they were mentioned in the plans analyzed, other requirements are as follows: a high-school and/or some college appeared 15 times; from less than one to two years experience was the requirement in 15 plans; a bachelor's degree in addition to or including library science appeared 14 times. Short library courses, apprentice classes, et cetera, were mentioned in 14 plans. A requirement of experience ranging in number of years from three to five showed up in 12 of the 22 plans; requirements for study beyond the college level was stipulated in eight certification plans; and experience, ranging from six to ten years was mentioned the least number of times--four.

Among the other requirements which appeared in the plans are the passing of an examination, knowledge of a modern foreign language and recommendations. It may be noted that minimum requirements, as mentioned in the 22 plans, found in the literature analyzed for this study, ranged from a high-school education to post graduate work and experience.

Out of a total of 117 attempts to establish legal certification in various states from 1906 to 1952, fifty-five, or less than one half of these have resulted in laws. The years 1936 through 1939 mark the period during which most legislation was presented before library



associations and state legislatures. During the period 73 attempts out of a grand total of 117 were made, but only 12 acts or laws were passed during this period. This indicates that less than one-sixth of the total attempts to obtain certification were successful. The single year during which most effort was made by librarians to obtain certification was 1936. In this year, 27 states and the province of Ontario reported having legislation in progress. Up to 1917 California was the only state requiring librarians to become certified.

This study revealed the fact that four outstanding intervals during which no legislation was in progress are as follows: 1910 to 1915, 1923 to 1930, 1932 to 1935 and 1940 to 1945. The greatest length of time, during which no progress was made toward obtaining legislation relating to the certification of librarians was found to be seven years, 1923-1930.

Similarly, there were three predominant periods in which no legislation was passed. These are the five years from 1906 to 1911, from 1912 to 1916 and from 1942 to 1944.

Most success in getting legal certification has come since 1930. Before, 1930, thirty-four attempts were made to secure legislation, 16 of which proved successful. Since 1930, however, states have attempted legislation 82 times, the results of which were the passage of 40 acts or laws relative to certification.

A few states initially instigated voluntary plans of certification and later substituted this method with a legal plan. The states following this plan were New Jersey, Michigan, Nebraska,

Indiana and Massachusetts. It is interesting to note that Nebraska and California issue certificates both voluntarily and legally.

According to the status of certification 24 states have legal certification, seven states have legislation pertaining specifically to county librarians, and 31 states and the District of Columbia have school codes. States having legal certification are California, Texas, New York, Ohio, Tennessee, Wisconsin, Oklahoma, Louisiana, Arkansas, Arizona, North Carolina, South Carolina, Washington, Nebraska, Virginia, Montana, Michigan, Georgia, Kentucky, Indiana, Maryland, New Mexico, New Jersey and Massachusetts.

In regard to school librarians, certification exists in the following states: Alabama, California, Connecticut, District of Columbia, Indiana, Louisiana, New Hampshire, New Jersey, New York, North Carolina, Ohio, Oklahoma, Pennsylvania, Washington, Wisconsin, Minnesota, Oregon, Utah, Virginia, Delaware, Florida, Georgia, Iowa, Kentucky, Maine, Michigan, Mississippi, New Mexico, North Dakota, South Dakota, West Virginia, and Missouri.

Two states, Texas and Massachusetts, require certification of state and institutional librarians.

### Conclusions

From an examination of the data, the following conclusions were drawn:

1. Certification of librarians has become an integral part of the library profession. It has evolved from a first endeavor by Ohio in 1908 to set up certification until today when only six

states are without certification.

2. The purpose of certification is to improve library service by protecting the field against the unwarranted exploitation and encroachment of unprepared persons.

3. Certification by professional associations and by legally established bodies provides a prerequisite for all professional library positions. It is advantageous to the librarians and to the library profession as a whole.

4. Certification requirements, established by law and by reliable professional bodies, are found to differ from one state to the other.

5. There is revealed a tendency to issue library certificates initially under a voluntary plan and to adopt legal certification as a second step. It seems logical to conclude that this practice educates the profession to an ideal system of standardizing library service.

6. As a result of the findings and limitations of this study, the following recommendation is made: that a comparative study be made of the certification requirements of the forty-eight states and the District of Columbia. Such a study might reveal the similarities and differences among the certification practices existing among the states to date.

## APPENDIX A

### A Chronological List of Periodical Literature on the Certification of Librarians, 1906 - 1952.

#### 1906

Baldwin, Clara F. "State Examinations and State Certification for Librarians," Library Journal, XXI (December, 1906), 896-898.

#### 1907

"State Certificate for Librarians," Public Libraries, XII (July, 1907), 280.

#### 1908

"Certification of Librarians," Public Libraries, XIII (January, 1908), 424.

"State Examinations for Librarians," Public Libraries, XIII (May, 1908), 173.

"Examination for Librarians," Public Libraries, XIII (December, 1908), 404-405.

"Proposed Library Legislation in Ohio," Library Journal, XXXIII (December, 1908), 507-508.

#### 1909

"Certification of Ohio Librarians," Library Journal, XXXIV (January, 1909), 2.

Jennings, Judson T. "Municipal Civil Service in Libraries," Public Libraries, XIV (June, 1909), 209-212.

#### 1916

Eastman, William R. "Tests for Librarians," Library Journal, XLI (January, 1916), 8-9.

Brett, William H. "Comments on Library Legislation," American Library Association Bulletin, X (July, 1916), 321-332.

Illinois Library Association. "Report on Meeting at Ottawa," Public Libraries, XXI (October, 1916), 456-457.

"Certificates for Librarians," New York Libraries, V (November, 1916), 146-149.

"Certification of Librarians and Standardization of Library Work," Library Journal, XLI (November, 1916), 811-15.

"The Merit System in Libraries," New York Libraries, V (November, 1916), 161-63.

New York Library Association. "The Merit System in Libraries," New York Libraries, V (November, 1916), 165.

"Suggested Plan for Certification of Librarians," Public Libraries, XXI (November, 1916), 376.

"Proposed Legislation," Public Libraries, XXI (December, 1916), 456-57.

#### 1917

"Certification," Michigan Library Bulletin, VIII (1917), 82-84.

Booth, Mary J. "A Debtor to his Profession," Public Libraries, XXII (January, 1917), 5-8.

Doren, Electra C. "Standardization of Library Service," American Library Association Bulletin, XI (January, 1917), 19-24.

Windsor, P. L. "Problem for the Certification of Librarians," American Library Association Bulletin, XI (January, 1917), 41.

American Library Association. "Standardization and Certification," Library Journal, XLII (February, 1917), 115-16.

"Certification of Librarians," Library Journal, XLII (February, 1917), 81.

"Certification of Librarians and Standardization of Library Work," Public Libraries, XXII (February, 1917), 176.

"League of Library Commissions," Public Libraries, XXII (February, 1917), 70-71.

- League of Library Commissions. "Certification of Librarians," Library Journal, XLII (February, 1917), 121.
- Voge, A. L. "Certification of Librarians and Standards of Library Work," Public Libraries, XXII (April, 1917), 176.
- "Certification and Standardization of Libraries," Library Journal, XLII (June, 1917), 496-97.
- Windsor, P. L. "Standardization of Libraries and Certification of Librarians," American Library Association Bulletin, XI (July, 1917), 135-40.
- \_\_\_\_\_. "Standardization of Libraries and Certification of Librarians," Library Journal, XLII (September, 1917), 719-24.
- "Certificates for Librarians," New York Libraries, VI (November, 1917), 2.
- Doren, Electra. "Standardization of Library Service," Public Libraries, XXII (December, 1917), 407.

1918

- Freeman, Marilla White. "Professional Standards," Public Libraries, XXIII (March, 1918), 156-61.
- Smith, Mary A. "Standardization of Libraries and Certification of Librarians," Wisconsin Library Bulletin, XIV (July, 1918), 177-78.
- "Certification of Librarians," American Library Association Bulletin, XII (September, 1918), 367-68.
- "Standardization of Library Service in New York High Schools," Library Journal, XLIII (September, 1918), 717.
- Harris, Mary M. "Library Examinations," Bulletin of the Louisiana Library Association, II (December, 1918), 15-16.
- Jennings, Mrs. J. T. "State Certification of Librarians," Public Libraries, XXIII (December, 1918), 463-66.

1919

- "Standardizing Libraries and Library Service," New York Libraries, VI (February, 1919), 155-56.

"Suggestions for a Plan for Grading Public Libraries, Standardizing Service and Certifying Librarians," New York Libraries, VI (February, 1919), 168-69.

"Standardization of Library Service," Library Journal, LXXIV (May, 1919), 317.

Bowker, Richard R. "Proceedings - Fifth General Session," American Library Association Bulletin, XIII (July, 1919), 350-53.

Williamson, C. C. "Some Present-day Aspects of Library Training," American Library Association Bulletin, XIII, (July), 120-26.

"Civil Service in Libraries," Public Libraries, XXIV (October, 1919), 301-302.

"Standardization and Certification," Public Libraries, XXIV (October, 1919), 320.

1920

"Certification of Librarians," Illinois Libraries, II (1920), 12-14.

Severence, Henry O. "Certification of Librarians," Public Libraries, XXV (March, 1920), 124-26.

"Standardization, Service and Salary," North Carolina Library Bulletin, IV (March, 1920), 62-67.

"The Library Workers' Association," Library Journal, XLV (March, 1920), 219.

Oberly, Eunice R. "Certification for Librarians," Library Journal, XLV (April, 1920), 357.

Smith, Mary A. "Standardization and Certification," Wisconsin Library Bulletin, XVI (May, 1920), 66-67.

"Certification, Standardization and Library Training," American Library Association Bulletin, XIV (July, 1920), 311-14.

New York Library Association. "Revised Plan for Librarians' Certificates," New York Libraries, VII (August, 1920), 91-92.

- "Report of the Standardization Committee," Michigan Library Bulletin, XI (September, 1920), 2-3.
- "Standardization and Certification," Library Journal, XLV (October, 1920), 792-93.
- "Standardization and Certification," New York Libraries, VII (November, 1920), 127-30.
- "Report of the Special Committee on Certification, Standardization and Library Training," Library Journal, XLV (November, 1920), 938-40.
- "Certification, Standardization and Library Training," Public Libraries, XXV (December, 1920), 561-64.

### 1921

- "Certification and Special Libraries as Related to the Reclassification Problems of Government Libraries," Special Libraries, XII (1921), 46-47.
- "Library Legislation," Illinois Libraries, III (1921), 25-28.
- Greene, Charles S. "Certification--A Suggestion," News Notes of California, XVI (January, 1921), 6-7.
- "Wisconsin Certification Plan," Library Journal, XLVI (January, 1921), 62.
- Wynkoop, Asa. "Certification of Librarians," New York Libraries, VII (May, 1921), 200-202.
- Yust, William F. "Annual Reports--Report of Committee on Legislation," American Library Association Bulletin, XV (June, 1921), 135-41.
- "National Certification and Training," Library Journal, XLVI (July, 1921), 604-606.
- "Certification for Librarians," Library Journal, XLVI (November, 1921), 891-92.
- Dana, John Cotton. "Library Certification and Civil Service Control," Library Journal, XLVI (November, 1921), 881-83.
- "National Certification and Training," Library Journal, XLVI (November, 1921), 885-89.



"Standards and Certificates," Library Journal, XLVI (December, 1921), 1048-49.

### 1922

"Certification for Library Service: a Debate," Pacific Northwest Library Association, XIII (1922), 87-93.

\*"Certification for Michigan? An Outline of Two Plans," Michigan Library Bulletin, XIII (1922), 42-43.

\*Dana, J. C. "Certification and Standardization," New Jersey Library Bulletin, X No. 4 (1922), 3-4.

\*Friedel, J. H. "Certification," Special Libraries, XIII (1922), 135-36.

\*Hindsdale, L. G. "Certification of Librarians," New Jersey Library Bulletin, X No. 3 (1922), 16-22.

\*Provines, C. D. "Libraries in California," Pacific Northwest Library Association, XIII (1922), 42-47.

Camper, Etta L. "Certification of Librarians in Other States," News Notes of California Libraries, XVII (January, 1922), 17-20.

\_\_\_\_\_. "State Certification of Librarians," Public Libraries, XXVII (January, 1922), 95-98.

Vogelson, Helen E. "Certification from the Library Assistant's Point of View," News Notes of California Libraries, (January, 1922), 21-25.

Camper, Etta L. "Certification in California," Public Libraries, XXVII (March, 1922), 155.

McMillen, James A. "Certification of Librarians," Public Libraries, XXVII (March, 1922), 165-66.

### 1923

\*"Certification for Librarians, New York State," Illinois Libraries, V (1923), 67-69.

\*Levin, N. R. "Discussion of the Illinois Bill for Certification of Librarians; Affirmative," Abstract, Illinois Libraries, V (1923), 93-94.

103a

\*Skogh, H. M. "Discussion of the Illinois Bill for Certification of Librarians; Negative," Illinois Libraries, V (1923), 94-101.

Walter, Frank A. "Certification," American Library Association, Bulletin, XVII (January, 1923), 17-19.

Wynkoop, Asa. "Regent's Certificates for Librarians: Plan Now in Force," New York Libraries, VII (May, 1923), 200-201.

"Certification in New York State," Library Journal, XLVIII (October, 1923), 867-68.

1924

Walter, Frank A. "Library Standards and Certificates," Illinois Libraries, VI (January, 1924), 90-91.

"Regents Examinations for Professional Librarians and Library Workers' Certification," New York Libraries, IX (February, 1924), 159-65.

1925

\*"South Dakota Certification Plan," South Dakota Library Bulletin, XI (1925), 27-29.

"Certification for New York State School Librarians," Library Journal, L (March, 1925), 220-21.

"Certification of New York State School Librarians," Library Journal, L (May, 1925), 220-21.

"Library Certificates and Taxpayers," New York Libraries, X (November, 1925), 3-4.

1927

"Certification," Library Occurrent, VIII (April-June, 1927), 42-45.

Wynkoop, Asa. "Outlines and Suggestions for Library Institutes, 1927," New York Libraries, X (May, 1927), 196-99.

1928

"Certification in Minnesota," Library Journal, LIII (January, 1928), 26.

104

Smith, Mary A. "Report of Certification Committee," Wisconsin Library Bulletin, XXIV (November, 1928), 277-78.

1929

Cannon, Carl L. "Report of the Committee on Certification and Personnel of the New York Library Association," New York Libraries, XI (February, 1929), 167-68.

1930

"New Regulations of the Commissioner of Education Governing the Issuance of Certificates to School Librarians in New York State," New York Libraries, XII (February, 1930), 40-41.

"New York Gives Librarians Professional Status," Library Journal, LV (July, 1930), 588-90.

Betts, Frederick W. "Certification for Public Library Service," American Library Association Bulletin, XXIV (August, 1930), 300-301.

"The Next Step in Certification," New York Libraries, XII (August, 1930), 106-10.

"Professional Recognition of Librarians in New York State," Libraries, XXV (October, 1930), 347.

"Regulations Relating to Certification," New York Libraries, XII (August, 1930), 116-18.

Wiltzie, Charles H. "Standards of Library Service," American Library Association Bulletin, CCIV (August, 1930), 301-302.

1931

"Certification of Librarians," Wilson Library Bulletin, VI (November, 1931), 215.

1933

"Certification of Librarians," Illinois Libraries, XIV (January, 1933), 10-12.

"Editorials," Library Journal, LVIII (August, 1933), 648.

1934

Cowles, Barbara. "Shall Librarians Have a Code?" Library Journal,

LIX (January, 1934), 5-8.

"Looking Toward National Planning," American Library Association Bulletin, XXVIII (August, 1934), 453-60.

American Library Association Board of Education for Librarianship.  
"Certification for Librarians," Wilson Bulletin, IX  
(October, 1934), 93.

\*Compton, C. H. "Certification for Librarians--An Outstanding Need," Iowa Library Quarterly, XII (October-December, 1934), 114-15.

### 1935

Kaiser, John B. "Government Services--Library Personnel Problems," Library Journal, LX (January, 1935), 13-17.

Board of Education for Librarianship. "Factors to be Considered in Drafting a Library Certification Law," American Library Association Bulletin, XXIX (February, 1935), 101-103.

Metcalf, Keyes D. "Minimum Requirements for Teacher-Librarian Training Agencies," American Library Association Bulletin, XXIX (February, 1935), 87-90.

Henderson, Arthur S. "Taking Away Local Control," Library Journal, LX (May, 1935), 397.

"Certification," School and Society, XLI (June, 1935), 875.

Mitchell, Sydney B. "Certification and Federal Aid," Library Journal, LX (June, 1935), 526.

Tolman, Frank L. "Certification of Librarians," Library Journal, LX (June, 1935), 516.

### 1936

Woodworth, Mrs. Paul. "Working Toward Better Library Personnel," Illinois Libraries, XVIII-XIX (January, 1936), 81-82.

American Library Association Board of Education for Librarianship.  
"Why Certification?" American Library Association Bulletin, XXX (March, 1936), 183-85.

\*"Certification and Its Effect on School Librarians," Reading and School Library, II (March-April, 1936), 118-20.

- "Making Certification Codes for Librarians," American Library Association Bulletin, XXX (April, 1936), 229-30.
- American Library Association Board of Education for Librarianship. "Certification of Librarians," American Library Association Bulletin, XXX (May, 1936), 316-25.
- "Board of Education for Librarianship," American Library Association Bulletin, XXX (August, 1936), 618.
- Theobold, Ruth L. "Considerations in Securing Legal Certification for School Librarians," American Library Association Bulletin, XXX (August, 1936), 642-43.
- "Certification--A Summary," American Library Association Bulletin, XXX (September, 1936), 886.
- Stone, Charles H. "Certification for College and University Librarians," American Library Association Bulletin, XXX (September, 1936), 879-82.
- Poray, Aniela. "Certification for School Librarianship," The Michigan Librarian, III (December, 1936), 6-9.
- Roberts, Flora B. "To Be or Not to Be," Michigan Librarian, III (December, 1936), 5-6.
- "Certification in Iowa--Revised Plan," Library Journal, LXI (December, 1936), 968.

### 1937

- "Certification Ahead--Prospects for 1937," American Library Association Bulletin, XXXI (January, 1937), 34-35.
- Pennsylvania Library Association. Committee on Standards and Certification. "Standardization and Certification for the Public Libraries and Librarians of Pennsylvania," Pennsylvania Library and Museum Notes, XVI (January, 1937), 29-47.
- "Study of Certification Standards," Massachusetts Library Association Bulletin, XXVII (January, 1937), 9-11.
- "Certification in 1937," Library Journal, LXII (January, 1937), 63.
- Vinton, Margaret E. "Ten States Requesting Certification," Illinois Libraries, XIX (January-April, 1937), 10-11.

- \*Backus, J. G. "Certification Question Again," School Library Association of California. Bulletin, VIII (February, 1937), 1-2.
- Falkoff, Barbara. "Civil Service in Libraries," Library Journal, LXII, (February, 1937), 103-106.
- "Certification in Georgia," Library Journal, LXII (February, 1937), 163.
- "Queries on Certification Answered," American Library Association Bulletin, XXXI (March, 1937), 153-54.
- Smith, Lenore W. "Certification As a Trustee Sees It," American Library Association Bulletin, XXXI (March, 1937), 152-53.
- Vinton, Margaret E. "Librarians and Certification," Wilson Library Bulletin, XI (March, 1937), 489.
- "How Will the Current Trends Toward Certification Affect Catholic School Librarians," Catholic Library World, IX (March-April, 1937), 35-38.
- Wheeler, Ann. "Certification for School Librarians," Michigan Librarian, III (June, 1937), 4.
- American Library Association Board of Education for Librarianship. "Certification--Development in 1937," American Library Association Bulletin, XXXI (July, 1937), 386.
- "Library Certification in 1937," School and Society, XLVI (July, 1937), 135.
- Kroeger, Lewis J. "Civil Service in the Library," Library Journal, LXII (August, 1937), 594-97.
- "Certification of Librarians," American Library Association Bulletin, XXXI (September, 1937), 500-501.
- "Certification of Librarians--1937," American Library Association Bulletin, XXXI (October, 1937), 640.
- \*"Certification Board," Bulletin of the New Hampshire Public Library, XXIII (December, 1937), 40-41.
- "Certification Plan for Librarians of the State of South Dakota," South Dakota Library Bulletin, XXIII (December, 1937), 40-41.

Vitz, Carl. "State Aid and Library Certification," Minnesota Library Notes and News, XII (December, 1937), 73-76.

### 1938

"Certification of Librarians," American Library Association Bulletin, XXXII (January, 1938), 62-63.

"Certification in Pennsylvania," Library Journal, LXIII (January, 1938), 2.

"Civil Service-Boon or Bane?" American Library Association Bulletin, XXXII (June, 1938), 364-66.

"Bibliography of Certification in the Library Occurrent," Library Occurrent, XII (July, 1938), 259-61.

\*Gourlay, H. C. "Certification for Ontario Librarians," Ontario Library Review, XXII (August, 1938), 191-93.

"Certification of Librarians," American Library Association Bulletin, XXXII (September, 1938), 548-49.

Rosholt, Ruth. "Voluntary Certification," Minnesota Library Notes and News, CII, pt. 2 (December, 1938), 81-83.

Zimmerman, Lee F. "Library Planning Board," Minnesota Library Notes and News, XII (December, 1938), 274-75.

### 1939

Vinton, Margaret E. "Certification in 1939," American Library Association Bulletin, XXXIII (January, 1939), 37-38.

Gillis, Mabel R. "The California State Library and Civil Service," Library Journal, LXIV (February, 1939), 125-27.

Waldren, Tom C. "Certification," Library Journal, LXIV (April, 1939), 323.

Flynn, Mrs. B. T. "Trustee Looks at Certification," American Library Association Bulletin, XXX (August, 1939), 636-37.

Compton, Charles A. "Education for Librarianship-Certification of Librarians," American Library Association Bulletin, XXXIII (September, 1939), 542.

\*Newman, Harry G. "A Trustee Looks at Certification," American Library Association Bulletin, XXXIII (October, 1939), 685-86.

1940

Lathrop, Edith A. "Certification of School Librarians," School Life, XXV (May, 1940), 239.

\*Colorado Library Association. Committee for Library Action.  
"Proposals for Library Advancement in Colorado," Colorado Library Association Bulletin, IX (August, 1940), 1-9.

Wheeler, Ann. "State Certification Requirements for Michigan School Librarians," The Michigan Librarian, VI (October-December, 1940), 17-19.

1941

\*Massachusetts Library Association Committee on Library Standards.  
"Massachusetts Library Association Voluntary Certification Plan," Massachusetts Library Association Bulletin, XXXI (January, 1941), 7-10.

"Indiana Certification," American Library Association Bulletin, XXXV (May, 1941), 337.

"Indiana Certification Law," Library Journal, LXVI (May, 1941), 405.

Hayner, Irene C. "Teacher-librarian in Michigan," Michigan Librarian, VII (October, 1941), 7-8.

"Indiana Library Certification Law," Library Occurrent, XIII (October-December, 1941), 55.

Iowa Library Association. "Revised Plan for the Certification of Librarians in Iowa," Iowa Library Quarterly, XIV (October-December, 1941), 55.

1942

Massachusetts Library Association. Committee on Library Standards.  
"Professional Certificates Approved," Massachusetts Library Association Bulletin, XXXII (January, 1942), 5-7.

"Certification of Librarians and Appointment of Librarians in Public Libraries in Indiana," Library Occurrent, XIV (January-March, 1942), 3-4.

"Grades of Public Library Service and Qualifications Therefor," Library Occurrent, XIV (January-March, 1942), 4-5.



Wheeler, Ann. "Certification of School Librarians," Michigan Libraries, IX (March, 1942), 7.

"The State Library, Library Certification, and State Personnel Board," Library Occurrent, XIV (July-September, 1942), 58-59.

1943

"Certification Progress," Library Occurrent, XIV (October-September, 1943), 205-206.

1945

Edge, Sigrid A. "Interim Report of the Committee on Library Standards," Massachusetts Library Association Bulletin, XXXV (April, 1945), 3-31.

\*"Certification of School Libraries in British Columbia," Canadian Library Council Bulletin, I (June, 1945), 55.

1946

"Regulations of the State Board of Library Examiners," Bulletin of the Louisiana Library Association, LX (March, 1946), 85.

"Voluntary Certification Plans," Minnesota Librarian, XV (September, 1946), 83-84.

"Text of the Law for the Certification of Librarians," Virginia Library Bulletin, VIII (September, 1946), 3.

1947

"Summary of State Legislation, 1946," American Library Association Bulletin, XLI (April, 1947), 117-18.

Medical Library Association. Training for Medical Librarianship. "Statement on Proposed Certification Program: Minor Report," Medical Library Association Bulletin, XXV (July, 1947), 201-20.

"State Aid to Public Libraries," Massachusetts Library Association Bulletin, XXXVII (October, 1947), 51-55.

1948

Massachusetts Library Association. "Voluntary Certification Plan in Massachusetts," Massachusetts Library Association Bulletin, XLVIII (January, 1948), 22-23.

"Act for Certification of Librarians," Medical Library Association Bulletin, XLVIII (April, 1948), 40.

Jordan, M. M. "Certification; A Stage of Professionalism," Medical Library Association Bulletin, XXXVI (April, 1948), 108-16.

\*Metcalf, J. "Library Cooperation in the British Commonwealth; Some Suggestions," Librarian and Book World, XXXVII (May, 1948), 133-38.

Kraemer, Ruth. "Certification of Librarians: Implications Drawn from the Field of Teaching," Library Quarterly, XVIII (July, 1948), 157-70.

"Revised Certification Pamphlet Published," Library Occurrent, XVI (September, 1948), 77.

1949

\*"Certification of School Librarians," School Library Quarterly, IV (February-May, 1949), 2.

"Act for Certification of Librarians," Massachusetts Library Association Bulletin, XLIX (April, 1949), 40.

Larkey, Sanford F. "Proposed Code for the Training and Certification of Medical Librarians," Medical Library Association Bulletin, XXXVII (October, 1949), 350-52.

\_\_\_\_\_. "Remarks Against Certification," Medical Library Association Bulletin, XXXVII (October, 1949), 296-300.

Prime, L. Marguerite. "Subcommittee on Certification," Medical Library Association Bulletin, XXXVII (October, 1949),

"New Jersey Launches Librarian Certification," Library Journal, LXXIV (November, 1949), 1657.

1950

"From the Commission," Wisconsin Library Bulletin, XLVI (February, 1950), 4-7.

"Missouri Adopts Certification for School Librarians," Library Journal, LXXV (April, 1950), 662.

"This Certification Business," Library Journal, LXXV (November, 1950), 1876.

"Regents Approve Revision of Certification Regulations," Library Journal, LXXV (November, 1950), 1882-83.

1951

Kananaugh, Irene M., and Wescott, Eliza C. "A National Examination as a Basis for Library Certification: A Survey of Opinion," Library Quarterly, XXI (June, 1951), 198-205.

"Library Certification Plan Revised," Library Occurrent, XVII (June, 1951), 33-35.

Burr, Elizabeth. "Certification Examination Ready," Wisconsin Library Bulletin, XLVII (November-December, 1951) 231-32.

"Deadline for New York State's New Professional Certificates," Library Journal, LXXVI (December, 1951), 1990.

"Exchange of New York State Public Librarian's Professional Certificates," Wilson Library Bulletin, XXVI (December, 1951), 307-308.

1952

\*"Certification Progress for Public Librarians," Bookmark, XI (April, 1952), 151-52.

Lincheid, Chester H. "Certification Today," Library Journal, LXXVII (September, 1952), 1451-55.

"Medical Librarianship and Certification," Medical Library Association Bulletin, XL (October, 1952), 436-38.

\*Sources not located.

APPENDIX B  
SAMPLE SHEET

Author \_\_\_\_\_ Page \_\_\_\_\_ Vol. \_\_\_\_\_ Date \_\_\_\_\_

Periodical \_\_\_\_\_ Title \_\_\_\_\_

CATEGORY "A"      Attitudes of Organizations Toward  
                                 Certification

Indicators

1. National library organizations
2. State library organizations
3. National educational organizations
4. State education organizations
5. Other

CATEGORY "B"      Attitudes of Individuals Toward  
                                 Certification

- 1.
- 2.
- 3.

CATEGORY "C"      Opinion Regarding Agencies  
                                 Administering Certificates

1. State board of library examiners
2. State department of education
3. National library examining board
4. Local boards of trustees
5. Civil service commissions
  - a. city
  - b. state
  - c. other
6. Other

/\* - 0 t


/\* suggests approval  
- suggests disapproval

0 suggests neutral attitudes  
t total

Sample Sheet Continued. Page 2.

Author \_\_\_\_\_ Page \_\_\_\_\_ Vol. \_\_\_\_\_ Date \_\_\_\_\_

Periodical \_\_\_\_\_ Title \_\_\_\_\_

## CATEGORY "D" Tests for qualifications of Librarians

Indicators

1. Educational qualifications
2. Technical knowledge
3. General knowledge
4. Character and reputation
5. Other

## CATEGORY "E" Grades of Certificates Preferred

1. Promotional
2. Life or permanent
3. Provisional
4. Other

## CATEGORY "F" Civil Service and Certification

1. Merits of Civil Service
  - a.
  - b.
  - c.
  - d.
2. Limitations of Civil Service
  - a.
  - b.
  - c.
  - d.

## CATEGORY "G" Arguments in Favor of Certifying Librarians

1. Puts librarians on level with other professionals
2. Safeguards against employment of inefficient
3. Raises salaries
4. Adds to prestige of profession

/ - 0 t

Sample Sheet Continued. Page 3.

Author \_\_\_\_\_ Page \_\_\_\_\_ Vol. \_\_\_\_\_ Date \_\_\_\_\_

Periodical \_\_\_\_\_ Title \_\_\_\_\_

Continued. CATEGORY "G"  
Indicators

/ - 0 t

5. Safeguards against waste of public funds
6. Substitutes for civil service examinations
7. Gives library authorities guidance in selecting and appointing librarians
8. Other

## CATEGORY "H" Arguments Against Certifying Librarians

1. Concentrates too much authority in state departments
2. Involves great amount of finance, time and labor
3. Works a hardship on libraries in small communities
4. Promotes too many schemes between and among the states
5. Other

## CATEGORY "I" Legislative Development

1. Legislation attempted
  - a.
  - b.
  - c.
  - d.
2. Legislation in progress
  - a.
  - b.
  - c.
  - d.
3. Legislation passed
  - a.
  - b.
  - c.
  - d.
  - e.
  - f.
  - g.

Sample Sheet. Continued. Page 4.

Author \_\_\_\_\_ Page \_\_\_\_\_ Vol. \_\_\_\_\_ Date \_\_\_\_\_

Periodical \_\_\_\_\_ Title \_\_\_\_\_

NOTES

## BIBLIOGRAPHY

- "Bibliography of Certification in the Library Occurrent,"  
Library Occurrent, XII (July, 1938), 259-61.
- Bryan, Alice I. The Public Librarian. New York: Columbia  
University Press, 1952.
- Carnegie Corporation of New York. Training for Library Service.  
Boston: The Merrymount Press, 1923.
- Herbert, Clara W. Personnel Administration in Public Libraries.  
Chicago: American Library Association, 1939.
- Voge, A. L. "Certification of Librarians and Standardization  
of Library Work," Public Libraries, XXII (April, 1917),  
176.